

Child Welfare Magazine

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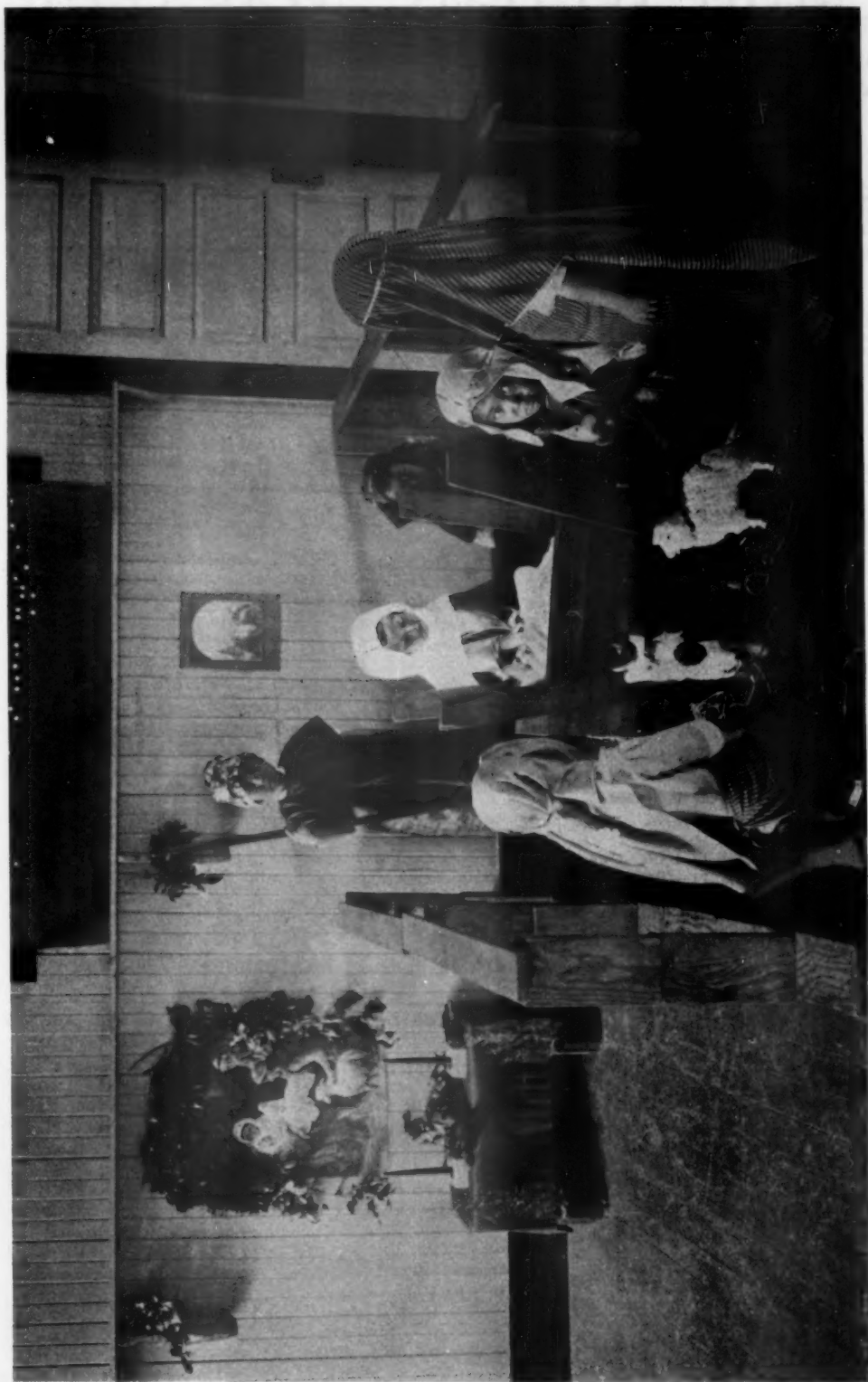
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Christmas in a Mid-Pacific Kindergarten

BY MARGARETTA WILLIS REEVE



OF many "red-letter days" in the garden of the Pacific, the wonder islands of Hawaii, none linger in the memory with more clearness, more grace and charm, than those spent in the Kindergartens, those veritable child-gardens set in the midst of ever-blooming flowers, shadowed by tall palms and cocoanuts, on turf ever velvet-green, where the Japanese babies in their gay kimonoas flit like gorgeous butterflies among the more soberly clad little Filipinos, Chinese, Portuguese and Hawaiians.

Some day you shall hear the story of these Kindergartens as it was told by Frances Lawrence, the splendid, mother-hearted Superintendent, and as I read it from life with my own eyes, but today we are looking at two pictures and we are thinking only of Christmas. The magic of the story so old yet ever new is as potent under tropic skies as in the ice and snow of our temperate zone, and its eternal truth calls to all childhood, be it Oriental, Polynesian or Caucasian.

In the "Mother Rice" Kindergarten, a memorial to a woman who greatly served her community, the dramatization began with the story. Then two or three children built a miniature church, developing from their own minds a style of architecture differing materially from that ordinarily used by them for houses, and placing the manger where the altar would stand. The teacher was asked for the box of small dolls and animals, and the results surprised her. Toy sheep were placed around the Holy Family, which was represented by Kewpie dolls carefully dressed in bits of cloth. The children's manner while at work was noticeably different from what it was in ordinary activities; a subdued reverence characterized

the little group. Then the teacher suggested that the church might be made larger, using the big wooden blocks, and after several days of experiment the pictured result was achieved. Each day something was added; bundles of hay, shepherds, Wise Men, the starry sky. The blue cotton-flannel covers used on the children at nap time on windy days were pressed into service for costumes, supplemented by strips of brown, white and red cloth. The gifts to the Christ Child were selected by the children themselves, a large bell, a toy sheep, a china cat, their choicest treasures.

The teacher supposed that a new rag doll, well-dressed, clean and whole, would be selected for the Baby, but instead they took the oldest, the best-loved doll in their collection, the one which looked most like a real baby, and when covered with a strip of white cloth, the loss of an arm and its generally battered condition were not evident. A little Hawaiian boy (he is kneeling down, in the picture) had asked to be "Mary" and began to array himself in the pieces of cloth provided for the purpose. Suddenly he stopped, ran out on the playground and brought in the only fair-haired, blue-eyed child in the school, saying he thought "Marion ought to be Mary." After that Marion, recognized as the "Mary" of the Kindergarten, actually *lived* her part, and her whole family took the greatest pride and joy in her rôle.

The second picture was taken in the same Kindergarten the following year, by which time a new building had been erected and the setting was therefore greatly improved. This time the Wise Men arrived upon their camels, bearing before them their personally selected gifts, a "hook-and-ladder," a doll, a toy horse. Again the beloved old

Kindergarten baby was chosen for the Infant Jesus, but "Mary" is now a little Japanese girl.

Miss Lawrence says: A spiritual atmosphere pervades our Kindergarten at Christmas time, though not more than one or two children come from what may be called "Christian" homes. We do not use Santa Claus, since his beautiful meaning is hard to explain in our situation. Usually the children either make fun of him or are afraid of him. Therefore we center our Christmas celebration around the Nativity, the story which never fails to interest as no other story does. The beautiful pictures, the candles, the green ironwood branches, the stars, all make a tremendous appeal, and

the Baby—how they love Him! If you could visit our Kindergarten at Christmas time you could not fail to be impressed with the love and reverence and awe of these little children. Tableaux take place on the little scene from time to time, and these charming, reverent pictures and the Christmas songs bring all the children into the story, as do also the happy dances around the Christmas tree and the presentation of the gifts made for the mothers. While looking after the bodies of our children, while providing them with the best means of training we are able to secure, we are trying also to "bring again to childhood the gifts of the Spirit." May this be also the service rendered by each one of us!



In 1927 the Wise Men Arrived upon Their Camels

We Need Him

BY ELLEN MARION WELSH

'Tis Christmas Eve; o'er all the earth
A solemn stillness lies;
The noise and turmoil of the day
Are hushed 'neath starlit skies.

'Tis Christmas time—'tis Loving time
In our dear land of Home;
'Tis Dreaming time—'tis Memory time
Wherever we may roam.

*We need Him in the Castle and
The Cottage in the glen;
We need Him in our home life and
Our touch with fellow-men.*

*The Prince of Peace is knocking, Oh,
Will Nations bid Him stay?
We need Him! How we need Him
Every minute of the day!*

*Frail human hearts, oh heed the Bells
Of Christmas ere they cease;
The King of Nations—Christ is here;
Through Him alone—comes Peace.*

—Success Magazine



Christmas in the Iowa Research Station Kindergarten

Christmas in Song and Story

BY EMMA FLORENCE BUSH

WILL CARLETON has written a poem called, "The Queen of the Days," presenting the different days of the year assembled to choose a king or queen. One by one the different holidays present their claim, but the rest of the days remain silent until Christmas smilingly comes among them. She speaks no word, but the days unanimously kneel and crown her queen.

Thus it is with the Christmas stories; they are undoubtedly the crowning stories of the year, and unfortunately, like Christmas Day in the poem, their proportion to other stories as regards number is as one to many.

A careful consideration of the Christmas stories shows that they are divided into three separate types; in so far as they are kept separate and distinct are they successful. Only one person ever succeeded in combining the three types artistically, Eugene Field, in his story, "The Mouse and the Moonbeam." The three kinds are briefly, those dealing with the Christmas story itself, those which prepare the child's mind for the coming Christmas joys, and those dealing with the actual keeping of

Christmas; although the last two types can be separated still further into many minor divisions.

For those parents who make Bible stories a part of every Sunday program, the child's mind may be prepared for the Bible Christmas story by a series of Old Testament stories told for some Sundays previous: the stories which deal with God's promise of a deliverer to Adam and Eve; God's promise to Abraham and Abraham's faith in God, a faith that made him willing to give up his only son at God's command; Ruth and her devotion to Naomi, which brought her to Bethlehem and to Boaz, so that she became the ancestor of David; David, the Shepherd Boy, and his deliverance of the armies of Israel; and through them all should be woven the thread of thought that all these looked for the Promised Deliverer.

The Sunday before Christmas, in simple words point out to the children that centuries passed while the people of Israel waited for God's promise to be fulfilled: then came a time when Israel was under the rule of the Romans who were practically masters of the world, and that God chose this time to send the Deliverer to them.

But not all the stories in preparation for the Christmas story need be Bible ones. The story of the Discontented Little Pine Tree, which is found in so many of the supplementary school books, prepares their minds for the stories of the Christmas Tree. To link the two classes of stories together, religious and secular, as they make the gold stars for the tree, tell them of the Star that appeared in the East, and of the three Wise Men who watched it and knew that a great King must be coming to the world. Picture the journey of weeks across the great desert to find the King, to kneel at His feet and do Him reverence.

Also tell them that all over the world the children are looking forward to Christmas Day, and how the little boys and girls in other countries keep Christmas; that they have the same dear old Santa Claus, although some call him by another name, Kris Kringle, or Father Christmas. Tell them the story of Babouska of Russia who was asked by the Wise Men to accompany them on their journey to find the King, and who refused to go. Afterward, repenting, she hastened after them, but could find no trace of them or of the King whom they sought. And hunting still for the King, every Christmas Eve she takes her basket of toys and visits the bedside of every little boy and girl. If they have been good children she leaves a toy on their pillow, but, if bad, she drops a tear at her disappointment and goes on.

For the tiny ones the story of The First Christmas Gifts (Kindergarten Stories and Morning Talks) will help them to learn that Christmas is giving as well as receiving.

What about the Santa Claus stories? Well, almost everyone now realizes that in the past Santa Claus has occupied too much the center of the stage, and many go so far as to say that the present frenzy of Christmas giving that still prevails is traceable to the fact that for generations everything in song, story and practice was Santa Claus.

But there are so many pretty Santa Claus stories and the children love him so, that it does not seem right to omit him from our Christmas program. Even the youngest child will love and understand him better

if told in suitable language Eugene Field's story "The Symbol and the Saint." (Little Book of Profitable Tales), of Claus (Love) the child of Norss (Hope) and Fia (Faith). In fact any one who has seen a family of children who believed in Santa Claus simply as a beautiful legend or a Christmas spirit, and who are allowed to help in the Christmas preparations, trim the tree, prepare simple gifts, etc., has only to compare their happy faces and shining eyes with those of a household actually believing in a *personal* Santa Claus, where every Christmas preparation is shrouded in mystery and secrecy, to resolve once and forever that as far as possible they will preach the gospel of letting Santa Claus become indeed the child of Faith and Hope and not a material figure who tumbles down a chimney with his pack. There is for the imaginative child much more enjoyment in hearing that story as a fairy tale than as an actual occurrence.

For the actual Christmas Story itself, many versions have been given in the various Sunday School periodicals and Kindergarten books.

For the very little children "The Christmas Cobwebs" in Sara Cone Bryant Borst's book, "How to Tell Stories to Children" is a beautiful story of the Christmas Tree. Her version of Hans Christian Andersen's "Little Fir Tree" is without his sad ending, and is therefore much preferable to tell young children. This will be found in her book "Stories to Tell to Children."

"The Kitten That Wanted to Be a Christmas Present" found in Dillingham's "Tell It Again Stories" is a favorite with all children.

Carolyn Sherwin Bailey in "Stories and Rhymes for a Child" has several Christmas stories, the dearest and sweetest of all being "The Little Green Elf's Christmas."

Older children will enjoy J. Frank Stocking's story of "The Shepherd that Would Not Go," in "The City that Never Was Reached," and old and young should know Eugene Field's "The Mouse and the Moonbeam," and Dr. Henry Van Dyke's story of "The First Christmas Tree." Eugene Field's "The Coming of the Prince" is also a delightful Christmas story.

In the field of humor, William Dean Howells has written for the children a story with a fine moral skillfully woven into it as to the overdoing of the Christmas celebration, in the first story of his book, "Christmas Every Day" which gives the book its name.

Raymond Allen has also given a classic for young and old in "Why the Chimes Rang," which may be obtained in booklet form at any bookstore.

We must not forget the Christmas masterpiece, Dickens' "Christmas Carol," loved by young and old, and for the tiny ones, in the book by Kate Douglas Wiggin, "For the Children's Hour" will be found the story of Tiny Tim, which will prepare them for the whole story when they are older.

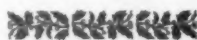
Eugene Field has a quaint and whimsical fantasy in "The Divill's Christmas," where the Prince of Darkness himself succumbs to the Christmas spirit.

NEXT to the Christmas stories, the children love the Christmas songs, from the old, old favorites sung so many

years, "While Shepherds Watched Their Flocks by Night," "It Came Upon the Midnight Clear," "Once in Royal David's City," "Silent Night," and "Hark the Herald Angels Sing," to those written especially for the little ones of kindergarten and primary age.

Martin Luther's Cradle Hymn, "Away in a Manger," written for the children of his day, will be found side by side with "Shine Out, O Blessed Star" and "Once a Little Baby Lay."

Bishop Brooks gave us an immortal song in his "O Little Town of Bethlehem," and with all the old carols like "God Rest You, Merry Gentlemen," and "Carol, Brothers, Carol," down to the newest carols written for the latest Christmas celebrations, the trouble is—not to find something—but, to select the best from the almost inexhaustible supply put before us. Many are used but once, but many, many more are loved and sung by the children year after year, and will be handed down to their children's children, for they are so beautiful they can never die.



COME ON OUT— THE AIR IS FINE!

By A. SCHAEFFER, JR.

THE dark Victorian parlor has at last been ventilated, but it took a revolution in the habits of a nation to do it. The room our grandmothers once kept gloomy and stuffy, its windows tightly shut and blinds closed, because "the sun would fade the rugs" is now full of sunlight, and the curtains sway with every vagrant breeze. The whole country is filling its lungs with fresh air.

The old idea that night air is bad is still found, however, and in some hilly districts the farmers explain that the evening mists which appear on the slopes of the

higher elevations "be's the malaria creepin' down the mountain." They forthwith disappear into their houses and shut the doors and windows.

People have failed to understand fully the danger of living and sleeping in rooms where the air is not kept clean and fresh by open windows. Fresh air is air that is cool and in motion, and neither too moist nor too dry. It is *outdoor* air whose value as a factor in disease prevention is incalculable.

The National Tuberculosis Association and its 1500 affiliated state and local associations, whose work has been made known

by the sale of Christmas seals (their means of support) consider fresh air one of the chief factors both in the prevention and cure of tuberculosis. In recent years open-air schoolrooms and summer health camps, together with good food, have become the accepted method of treatment for underweight or tuberculosis children.

Every week-end, both winter and summer, hundreds of fresh air enthusiasts leave the cities to hike or camp in the country. There is no reason, however, why those who find it impossible to get away cannot sleep outdoors on a porch. The benefits of such a program will be felt in greater energy, fewer colds, and increased power to resist disease.

Where to Sleep

Most country houses have some sort of porch which can be adapted to sitting or sleeping outdoors merely by the addition of a canvas screen or Venetian blind to guard against the wind, snow and rain. For summer, screening against insects is necessary. For privacy or comfort it may be necessary to construct a special sleeping porch, and in such a case it may be built around a window as an entrance. It is also possible to buy portable porches and balconies. In the city, more difficulties present themselves, but it is usually possible to utilize the roof. A pamphlet, giving practical advice called, "Sleeping and Sitting in the Open Air," will be sent free by any tuberculosis association or by the National Tuberculosis Association, 370 Seventh Avenue, New York City.

Equipment

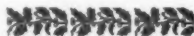
For sleeping out, an expensive bed is not necessary. The ordinary iron bedstead with

a moderately thick mattress is easily kept clean and will be quite satisfactory. In cold weather, heavy paper or woolen blankets put *under the mattress* will be necessary to keep out cold. It should be borne in mind that warmth does not mean weight. A down quilt, for example, is extremely light, yet so exceedingly warm that if one is used, fewer bed clothes will be required.

Sitting Out

Some persons may wish to sit out-of-doors during the day and sleep indoors at night. The most important thing for them, when sitting out, is that they be warm and comfortable. The secret of warmth, when sitting out-of-doors, is to have plenty of covering *under* as well as over a person. First, place over the chair a rug or warm quilt, and over that a double blanket extended full length. When seated, the free end of the blanket hanging on the floor may be tucked in at the sides and a steamer rug or other robe spread over all. Khaki army blankets are warm and inexpensive, and even new horse blankets have given satisfaction.

The National Tuberculosis Association, as part of its program for the prevention of tuberculosis is ready at all times to place at the disposal of those who desire it any advice or information about sleeping out-of-doors that they have gathered during the twenty-three years they have been carrying on their work by the annual sale of Christmas seals. Have you seen the circular, "Open Windows, Why?" Ask your tuberculosis association or the National Tuberculosis Association for it.



"Nothing shows the character of a people more truly than the manner in which it observes its holidays, and the kind of amusement followed by a nation is a fairly true index to its degree of moral development."

—Helen Philbrook Patten.

What Shall We Get the Children?

BY CONSTANCE CAMERON



THE amazing mechanical devices, advertised as playthings, which confront us in the stores at Christmas time, are most attractive and enticing to the unthinking purchaser of gifts for tiny folk. However, if we but stop a moment and realize that, to a child, play is but congenial work, and congenial work necessarily means progressive and constructive activity, the buying of useless toys will take on a more serious aspect.

Truly, with youngsters, it is not having, but doing, which is the huge delight and the cause of growth.

When you buy toys, disregard the completed mechanical contrivance, and choose, not playthings so much, as play materials. Select gifts which leave something to do, for a child's sense of power and self-confidence is nourished in the contemplation of his successful efforts.

This is one big factor in a youngster's undiminishing love for blocks. His desire for conquest and achievement is satisfied upon seeing a mass of small pieces of wood become transformed into a house, table, bed or garage. He not only makes the house and furniture, but he evolves within himself, a sense of assurance that out of raw material he can mold what he wills. He experiences a sensation of gratification as he now beholds the concrete manifestation of his dream.

When a child makes something from blocks, clay, wood, or cloth, he traces directly a cause to an effect. In a ready-made house, boat, and so on, he sees only effect, therefore appreciating nothing of the thought and effort which has gone into completing these objects. In this age of made-to-order life, it is essential that the atten-

tion of youth be directed to causes, which are practically obscured in our efficient service which presents ready-made food, ready-made clothing and ready-made amusements.

It is only a logical consequence that youngsters place little or no value upon any of them, because they haven't the slightest notion of the time and labor which is embodied in their preparation.

In selecting gifts for small people, check up their value by asking yourself just how much of the child's real self they will bring out, for this is the vital business of true toys.

For baby, who is so busy experiencing new sensations through the mediums of sound and touch, a rattle which is soft in sound; a good toned, small bell; a soft and very wee dolly which he can handle; and three soft balls such as are used in kindergartens and which can now be found in the stores; offer an excellent assortment from which to choose. A red, yellow and blue ball are enough at first, and it is to be hoped that baby's mother will have the will power to give him but one at a time, thereby concentrating his interest instead of spreading it thinly over several of his new possessions.

For the little friends who are between three and six, even though they have blocks, get *more* blocks, and get *large* ones, so that they can build houses big enough to get into, or barns for their toy animals, or a shed for their carts.

Crayons and paints always interest children; and do try, in getting paints, to get good ones, even if it limits your purchase to one or two colors. Good brushes are also important. It defeats your purpose to give children sickly colors and brushes which shed hairs. They will try with all

their might to make a picture which is pleasing, and the spoiling of their efforts, due to mediocre tools, will of necessity have a discouraging and dampening effect upon their artistic ardor.

If you buy a doll, be sure to get one which may be undressed. To possess a doll is to want to mother it, and to expect a small girl to keep her baby continually dressed up merely because you think it looks pretty that way, not only is to spoil her enjoyment in the doll, but to thwart a very primitive, lovely instinct which only grows and becomes an integral part of her being by practical expression.

Soap-bubble pipes, and rubber balls of all sizes make very satisfactory gifts where there is more than one child to be remembered in the same family, as they lend themselves readily to group amusement.

The small tea-table and chairs, the tiny but practical desks, doll carriages and beds, are excellent gifts because they immediately stimulate imagination, and suggest an activity.

Modeling clay gratifies one of the most fundamental urges of a youngster. Who is there, big or little, who does not enjoy transmuting his own thoughts into a tangible and concrete result?

For little people between the ages of six and twelve, all games of contest are welcome. It is the age for assertion of individual personality, and while it may take additional vigilance to establish and re-establish harmony, it will be considered by conscientious parents as a most effectual time in which to develop fairness and good-sportmanship.

For the children nearing the ten to twelve period, a box of practical tools and

some workable lumber are without equal in constructive value for boys. Here is another valuable chance to emphasize cause and effect. Let your son build a chair, bookcase or table. He will have more respect for your Louis Fourteenth furniture if he has put in hours of painstaking labor on his 1927 models.

Likewise, get the girl of this age good sewing materials and patterns. She may begin with clothes for her dolls, but will rapidly progress into making simple garments for herself. While it is not to be broadly advocated that women of this day should spend tedious hours making their own clothing when it is done so well for them, still a small girl who realizes the hours of planning, cutting, pinning, basting, stitching and neat finishing which go to make up her ready-made dresses, will have more respect for them and give them greater care than one who does not understand the amount of effort which contributed to supply her with a dainty frock.

Different environments demand different toys. I cannot tell you just what to get, nor would I deprive you of the pleasure of choosing, but if you love the youngsters for whom you buy, take along with you the rule that you will get materials from which they can make things, or toys with which they can play in wholesome, constructive activity.

Make self-expression possible for them, and you will make available for the whole world, individuals who will contribute more art, more inventions, more sureness of judgment, and a perception of interesting possibilities where most of us see only drab objects untouched by the glorifying power of imagination.



Home Influence and Future Business

By L. W. ROBINSON

WE hear much about the moving picture, the dance hall, the cheap magazine and the modern joy ride. And these are subjects demanding our attention, things to be reckoned with in the lives of our young people.

One assumes that every conscientious parent and every earnest teacher are putting forth the best efforts to guide and influence the boy and the girl, and that all the temptations of the present day are being taken carefully into account in the rearing of our youth. There is always a solution to a problem, and when the parent is sufficiently awake to see the real need of a solution, it can usually be found. So I am not going to analyze any problem, neither am I going to suggest any solutions, but I am going to present to you what, from experience, I have discovered to be the result of home training in the life of the young man and the young woman after the home roof no longer shelters them, and when the time comes for their own brain or brawn to earn the daily meals.

My purpose in presenting the subject this way, is to pass on to you experiences which have made up so large a part of my own life, and have helped me to see the value of home training in the shop and office and the result of parent influence upon the young lives subjected to business tests and hardships.

The first time I attended a Parent-Teacher meeting in a Junior High School a speaker advised strongly against a mother's permitting a girl to start her business career behind the counter or at the typewriter. I do not know what she had to offer in the place of such training. My own experience and my observation of others have persuaded me that there is not one duty below the dignity of the honest boy and girl, if it is a work that is productive, and if the environment is wholesome and clean. Every kind of work gives one a contact that is needed in the process of development, and

the young person should be taught to gather from every individual and experience, something that will help him to take a step in advance.

If he has been taught in the home to be observing, he is not going to stay long in the work in which he makes his start. If he is thoughtless at home, he is going to be thoughtless in his work. If he has been waited upon in the home, he will not be quick to serve when he commences to earn his first wages. The value of time is a most important factor in holding a good position, and this is a thing that can best be learned during the early years, when the child is under the care of the mother and father. The hours that are frittered away in the search for temporary pleasure are worth many thousands of dollars to the boys of today who are to be the business men of tomorrow.

Probably one of the biggest problems I ever had in business was the training of several young women to use their time properly. When we first began our work together, I felt certain that the office was not properly equipped with help, and I asked for an additional girl. The financial condition of the firm did not permit this, so I struggled along as best I could, working overtime every day until in three months I had worked three weeks overtime. I mention this experience to show how the selfishness or incompetence of some may overburden others. Finally I set to work carefully with the girls, endeavoring to show them the dishonesty of wasting an employer's time. Little by little they began to see not only the *reason* for doing the right thing, but the actual joy of working hard and faithfully and honestly. Before two years had passed, the office was turning out more than twice the amount of work, with exactly the same number of persons employed, and with *no overtime*.

These things apply not only to employees. When your child arrives at the time in life

when he is in a position to dictate to others, it will mean much to know that he is being loved and respected by those who have the privilege to work for him. The business world brings us face to face with our responsibility toward others. If we do not teach our daughter to respect the rights of others in the home, she is never going to learn that there *are* others, until she has met some unhappy experiences. The world outside the home offers a gigantic game of give and take, and if the child has learned in the home to respect mother and father and if he has been taught to be thoughtful and kind, the world is going to be the richer, for in after years, his business will reflect the atmosphere of the home from which he has come.

If you are always honest and courteous to those who come to your home, this honesty and this courtesy will make an everlasting impression on the child. Courtesy is one of the biggest assets of a business firm, and when you are teaching your boy and your girl to be courteous and thoughtful, you are teaching one of the important steps in money-making.

Are you calm in the face of problems in the home? Does the cross word of a neighbor or the insulting attitude of an agent, stir you to wrath that is evident to those about you? A splendid poise, a calmness in the face of emergency, an utter lack of fear of disturbing elements about you, will give your boy and girl a splendid foundation for calmness and poise in the business world. A person in business must have learned self-control, if he expects to work harmoniously with those about him, and the atmosphere in the work shop or office must be kept free from excitement and anger and contention.

William Reese Williams, deputy superintendent of schools of Yonkers, said before an annual convention of the New York State Congress of Parents and Teachers: "Life today is highly organized. It is vivid and full of spirited challenge to us who are permitted to live in this age. It is not a time to hearken unto the prophets of despair—the world is not a wreck—but it is a time that calls us to a thoughtful attitude toward

our youth who are to live and work in the days just ahead," and Olive Joy Wright, former president of the National Federation of Business and Professional Women's Clubs, urges the encouragement of a more adequate education in preparation for business life and greater participation in civic affairs.

By training the boy and the girl to the college idea, one can make higher education just as much a part of his plan as high school education. Talk college to your children from infancy, so that when high school is completed, the thought will not be, "*Shall I go to college?*" but "*When I go to college.*"

Habits of industry will make the college education a greater possibility, and a college education gives the business man or woman a stronger foundation to build on, and a greater promise of success. One may argue that many a man is successful in business who has not been provided with a higher education. But if you have kept in touch with business methods, you will know that the big employer is now demanding the college graduate to fill the place of responsibility in his business, and that the working world is making an almost universal demand for high school education. In the business world a place is being made for the girl who has finished her high school, and the Business and Professional Women's Clubs are putting forth a great effort to encourage the girl to realize the necessity of an educational foundation for her business career. More is going to be demanded of the young men and the young women as they go out into the affairs of the state and of business than ever has been demanded of us. To guide the boy and the girl *now* to be clean, respectful, educated, helpful and busy, is to help to solve the problem of the future, for it is this boy or this girl, who, as Mr. Williams says, "is to live and work in the days just ahead."

If the child is taught *now* to choose the best in literature for his reading and the finest of moving pictures for his amusement, this taste will follow him throughout his future, and the home and the business world will reflect the fineness of his judg-

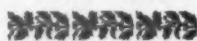
ment. A prominent and very successful business man in the east who was denied an education in his boyhood and early manhood, gives much of the credit of his business success to his intimate acquaintance with the works of Charles Dickens. It would be well for the schools and the homes to encourage the reading of such books as will be of *definite* help to the reader.

Industrious habits must be learned during childhood. It is better to keep the child too busy than not busy enough. Some argue that the modern home does not present enough duties for the boy. The boy of days gone by had wood to chop and water to carry and daily chores to perform. It is true, our wood is chopped for us, and our water is piped to us, and the barn has given place to the garage. But the house is full of things good for the boy and the girl to learn, and they should be taught the joy of sharing in these duties. Every boy should have a taste of home work, both

that he may appreciate what is being done for him, and that he may become an unselfish partner in the home which he himself may establish in the future. The child should not be permitted to undervalue the work of the household, and the mother's efforts will be more genuinely appreciated by the child who helps her in the performance of the daily duties.

Manners are the happy way of doing things. Manners are simply an expression of unselfishness and thoughtful consideration for others. As he thinks of others, and does for others, the child will be developing the truest kind of good manners.

No matter what the effort, help the child to be thoughtful and unselfish. Help him to help himself, and teach him to do everything for himself that he can possibly do. Soon he will be extending that help, and you will see him so busy, so interested in the home, that he will not have time or desire to go away from its influence.



Christmas at Home

From the Department of Recreation, Reading, Pa.

"I have always thought of Christmas Time, as a good time; a kind, forgiving, charitable, pleasant time; the only time—when men and women seem by one consent to open their shut-up hearts freely—and I say, God Bless It!"—Charles Dickens.

AT Christmas time with children in the house it is possible to accomplish what the magic stardust, and the flying carpet and the miraculous pitcher all put together cannot do.

Giving them an opportunity to share in the joy of "secrets" for making other people happy will add tremendously to the truest pleasures of the holidays. In some families the children give gifts often made by themselves in secret, to each other and to their parents. The matter of choosing the presents is a joyous responsibility when one is very young. Who knows better than a very small person what should make a Christmas stocking bulge from top to toe? Packages are hard to wrap but finally it

is done with a last hard tug and the red ribbons are tied, and all is ready for a knock at the door with gifts under the arm and a "Merry Christmas" for all.

A grandmother of the present day recalls, as one of the few absolutely perfect experiences of her past, her first Christmas giving. Her gift was to be "boughten" and money was none too plenty. There was a carefully dropped hint of longing for red castile soap, a luxury of her mother's girlhood. Next came the exciting purchase of the soap, sneaking in the front door while mother was busy in the kitchen, hiding it, watching for chances to inspect it in private and gloat over its red and white streakings and then the hoarding of bright paper in

which to wrap it. What a thrill the small donor had over the wrapping, the re-hiding, and the ultimate giving of the brightly encased slab to her delighted mother and the almost ceremonial washing of the giver's hands by which she experienced in her own person that particular joy which she had been privileged to bestow.

Truly, something we would have kept is gone, that which we had, is lost, and only that we give away is ours.

Children find more pleasure in giving Christmas gifts they have made themselves than in articles they have bought. With the aid of a good book of handcraft, they can produce a variety of useful and attractive things. Some that they can make are crêpe paper novelties, wooden toys and puzzles made of cigar box wood, attractively decorated boxes of all sizes and shapes made by the use of glue, paint, wallpaper, and cretonne into articles of variety and utility. A great many articles of wood can be made with little time and energy.

Book ends can be made in all shapes with magazine pictures pasted on the wood. Shellac all over for a finish.

A clever *tie rack* can be made by sawing the wood in the shape of a girl's head with her clasped arms below.

Telephone Screens can be devised in any figure for which a good drawing or picture can be secured.

A *clothes hanger* is easily sawed out of wood in the shape of a child's head with the arms extended and a curl for a hook.

A *bud vase* can be made of a small figure of a girl painted on the wood and a vial or test tube fastened in back to hold the flower.

The making of the *Christmas Village* might as well be a part of the children's activity. Boxes of all sizes and shapes can be used. The hills will be the larger boxes covered with newspapers and muslin, corrugated paper makes splendid roofs, match boxes furnish material for balconies and tooth paste boxes or film boxes will do for chimneys. Tinfoil or a mirror looks like a real river or lake. Red tissue inside the windows will give the appearance of lights within. Sprigs of fir, hemlock, or spruce

will make real trees in the yards and the ground may be cotton or sand, as desired.

And what about Santa Claus? Many parents feel that the old myth should no longer be taught to children, especially above the fifth year. Why not enjoy the dear old saint as a frank make-believe? Why not tell the history back of the various old-world Christmas customs and let the children help to trim the tree? Yes, even help make the Christmas decorations. Long festoons of curly popcorn, strung by small patient fingers make any tree gay. Real pine cones can be painted. One mother makes a novel Christmas tree ornament from the little round mirrors usually distributed as advertisements. The back of these mirrors is covered with a bright Christmas picture with the glass surface exposed to reflect the Christmas lights. A pretty chain can be made of ordinary soda straws cut into sections of about an inch and a half. String these straws with little stars or circles of colored paper between them. Gum drops also make novel Christmas tree decorations, and with scraps of wool a clever person can make an endless variety of trimmings.

What is more delightful during the holiday season than the fragrance of evergreens throughout the house. Simple arrangements of wreaths, garlands or bunches of pine, hemlock, spruce or laurel play an important part in creating a festive atmosphere and help bring good will and holiday cheer. There are many bright-colored berries in the woods, such as hawthorne, bittersweet, dogwood, rose apples, barberry, Solomon's seal and Jack-in-the-pulpit. These, together with prettily colored leaves and evergreen will serve to make any home cheery at Christmas time.

Learn the favorite Christmas carols and sing them together. Have the family learn the legend of the Christmas candle and have one ready to burn in your window as the twilight falls on your Christmas tree—safeguarding your curtains carefully from the flame. It is one way of letting your love of humanity shine forth and of perpetuating a beautiful and revered tradition.

Points on Child Behavior^{*}

BY LAWSON G. LOWREY, M.D.

*Director, Child Guidance Clinic, No. 2, National
Committee for Mental Hygiene*

Pertinent Points for Parents

1. *Do I cause my child to be nervous?* (November.)
2. *Do I cause my child to disobey?*
3. *Do I cause my child to have temper tantrums?*
4. *Do I cause my child to be dishonest?*
5. *Do I frighten my child so he becomes timid and fearful?*

MOST parents would promptly answer "no" to all the above questions and would resent the implications contained in them. Yet child-guidance clinics and physicians and psychologists who make^{*} a special study of behavior problems in children are constantly encountering situations in which parents are clearly responsible for just such reactions in children. Of course, no intelligent and thoughtful

parent deliberately sets out to do such things, but even the most intelligent often do not consider all the angles of the problem involved in the relationships of parent and child. The result is that the parent is all too frequently the direct cause of distressing behavior in the child.

In these papers, remedies as well as preventive methods are discussed.

II

Do I Cause My Child to Disobey?

By: Uttering useless or unreasonable commands?

Contradicting my own commands?

Threatening him (and never carrying out the threat)?

Stopping everything he starts to do?

Refusing his requests, even though they are reasonable?

Paying no attention to what he does until it interferes with my comfort?

Promising and failing to keep my promise?

Making him want to disobey for the sake of the excitement it creates?

Evading my own duties and responsibilities?

Constantly expecting disobedience?

Quarrelling with him over trivial matters?

Failing to make him understand?

^{*}©Mental Hygiene Bulletin.

Disobedience is Usually the Parent's Fault

DISOBEDIENCE means a failure to yield to authority, yet children are ordinarily quite willing to accept authority; indeed, some are even too eager. Many times the parents feel that the child *must* yield to them, but fail to see that their demands are absurd and unreasonable and would not be tolerated by themselves. Many people destroy obedience by issuing a whole series of confusing, often contradictory, commands, which they are quite unable to follow up, or even to remember. Then, when an important matter comes up, one such that obedience by the child is absolutely necessary, the child has no way of distinguishing this from the thousand unimportant matters with which he is harassed. Trouble results. Often he is then severely and unfairly punished. So he justly concludes that he might as well continue to do as he pleases, since his own rights are never considered.

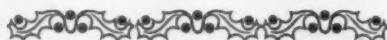
Some children always get "no" for an answer to their requests. They are stopped from doing anything they start, even though it be of great importance to them. They are hedged in by constant restrictions from everything that their need for play and activity prompts. Surely they are not at fault when disobedience occurs.

The example of the parent should be clean and square. Care should be taken that the child understands just what is wanted. The parent's attitude and speech should imply that obedience is expected. Care should be taken not to interrupt an activity important to the child for a matter trivial even to the adult. So far as possible, time should be given to finish an activity and warning given ahead of the time.

Infancy is the golden period for setting up proper habits of obedience. Do not expect that you can permit a small child to do as he pleases on the theory that "he will outgrow it later." Of such material are "incorrigible" children made.

It is unnecessary and most undesirable to obtain obedience by fear. Threats of excessive punishment lead to contempt or to a fear capable of causing serious mental difficulties. Love, faith, calmness, and care in enforcing your worth-while demands and making no others will turn the trick. Above all, be perfectly fair and just. If you are, you will frequently scold yourself.

A girl of ten is called "incorrigible." She is of average intelligence and physical development. Adopted in infancy, she had the indulgent treatment so frequently given only children by nervous mothers, with the result that she became arrogant, restless, and finally the family realized that she would not obey. When she started to school, her behavior became worse, as is usually the case with overindulged children who have no habit patterns to guide them in adjustment to strangers. Her problem became distressing to the foster mother, who found herself unable to cope with the growing child. Ever since the child was eight, the mother has tried to have her "sent away." She has nagged and fussed at the child; tried all sorts of punishments, some of great severity, all without effect. To explain the behavior, we find only the faulty handling of the parents. They have what they have made, and now are unable or unwilling to face the problem fairly and squarely.



Recreation

CONDUCTED BY

J. W. FAUST

*Playground and Recreation Association
of America
National Chairman, Committee on
Recreation, N. C. P. T.*



© Recreation Dept., Houston, Texas

The Living Christmas Tree

MAKING CHRISTMAS MERRIER

BY THOMAS E. RIVERS

CHRISTMAS is in the air. The youngsters are writing their letters to "Dear Santa." When you enter a room at home, you see mysterious parcels being spirited away. "What can I give Aunt Lizzie—or Cousin Harold?"—is the vital question of the day.

Planning the gifts takes a lot of time and forethought. But it is also well to give some attention to other ways of celebrating Christmas time. For a merry Christmas does not "just happen." There must be some planning ahead to assure plenty of cheer and jollity.

I think everyone will agree that Christmas is the most joyous festival of all the year. Cares are forgotten and grouches cannot be harbored at Christmas time. And one reason is the play which folks enjoy together. First of all, this is a season for family reunion, for fathers and mothers and children to have fun together. Then there is the spirit of "peace on earth, good will to men" which bids us gather with our neighbors for a community celebration.

Almost every form of recreation is used to add to the merriment of the Christmas season. There are games, story telling, music, dramatics and pageantry.

CHRISTMAS comes to us from many lands and each has lent some of the traditions and customs with which we celebrate it. From France and Belgium comes the custom of hanging up the stockings. Santa Claus comes from Holland, the Christmas tree from Germany, and the Yule log from Scandinavian countries. Merrie England has lent us the plum pudding and mince pie, the bringing in of the boar's head, the wassail bowl and other gay ceremonies. Most of these customs came from the ancient festival called Yule which was celebrated in mid-winter in the British Isles before they became Christianized. Later the celebration of Christmas was merged with the Yule celebration. As for the carols which add so much to the Spirit of Christmas, they have been contributed by several countries.

Music should have an important place on the home Christmas program. The radio will offer special features. Then, too, the family will like to sing their favorite carols together. If there is a big brother or sister who strums the ukulele, this will be found to give to carol singing a very pleasant accompaniment, reminiscent of the old days when pages with their lutes were as much

a part of the ceremonies as the mistletoe and holly.

Story telling has been a time-honored Christmas activity, too, since the days when wandering minstrels would entertain the group of friends and retainers gathered around the huge fireplace in some squire's hospitable hall. Especially while the Yule log is burning are legends and stories of Christmas in order. The stories may be told, read, or perhaps acted out. The story of Good King Wenceslas, as told in the familiar carol, lends itself very well to pantomime. Of course, Christmas Eve would not be complete in any house where there are children without a recitation of that well-loved poem "'Twas the Night Before Christmas."

Lights should be dim during the story telling. Candlelight is most appropriate. Perhaps the Yule log itself will give enough light. A pretty idea is to have attached to the log here and there little brown canvas bags containing some of the colored fire powder in various colors. Then when the log is burning, the flames will take on beautiful hues.

THE tree is very often the center of the home Christmas festivities. And, of course, half the fun is in trimming the tree. The children will take delight in making many of the decorations themselves. They can make strings of cranberries and of popcorn, stars covered with silver paper and little baskets for candy. The little dolls made of yarn and the animals made of nuts and raisins are amusing.

A family contest gives additional interest to the trimming of the tree. Father and the boys might trim one side and mother and the girls the other, with a prize for the side that friends consider the most artistic.

Steel filings make a beautiful trimming for trees. In lighting the tree, may I urge you not to use candles, which have caused dangerous fires? If electric lights are used they should be put in by someone who understands the job.

A neighbor of mine has a beautiful spruce tree in his front yard and instead of buying a Christmas tree, the family trims this every

year. An electric wire is run out from the house and the tree makes a picture at night with its colored lights. Not only the family, but every passerby can enjoy it.

This idea of the living Christmas tree has been gaining in popularity. It is a beautiful custom and also aids in the conservation of our forests. If you have no evergreen tree in the yard, why not plant a small one and let it grow up with the children? To supplement the outdoor tree, there may be a tiny tree planted in a pot for the indoors. When trimmed, this makes a pretty table decoration. Later it may be transplanted to the outdoors.

Singing games played around the Christmas tree, either outdoors or indoors, will be enjoyed by small children. For one of these games the kiddies join hands and dance in a circle, singing to the tune of "Here we go round the mulberry bush." The words are:

Here we go round the Christmas tree
Here we go round the Christmas tree
Here we go round the Christmas tree
So early on Christmas morning.

The next verse begins "Here is a drum for the Christmas tree." Then the small singers stop and pretend that they are beating drums. Other toys are chosen for other verses and acted out by the children.

Now for some Christmas games which we think both old and young will enjoy. These may be played at parties, or they may be used to fill that let-down on Christmas afternoon when the gifts have all been presented and the turkey and plum pudding have disappeared.

Games with Christmas packages are lots of fun. One of these is the "Christmas Hunt" or "After Dinner Run." Hide all over the house parcels, each containing a gift purchased in the five and ten cent store. Each parcel bears in plain sight a number, and after the family have all assembled, each member is given a number and told to hunt until he finds a package with that number. The players must not touch any parcel but their own, nor can they tell another where they have seen the package bearing his number.

As each finds his own package, he returns to the living room and waits until all have been found. Then someone—preferably a witty and jolly person—is selected to act as the medium of exchange. Through him each person may exchange his unopened package for another in case he does not like the looks of the one he has.

"Christmas Parcel Delivery" is a relay race. Divide the players into two groups, and let each man take as a partner a lady within the group. Have ready two sets of five bundles each. It must be possible for a person to carry all the five bundles at once, but the odder the size and shape of the bundles, the better. Some may be large and knobby; others very small. The sets of bundles are placed on tables. The players line up beside the tables. A person may be used as the goal. At a given signal, the racing starts. The lady picks up the bundles and gives them to the gentleman, who takes them all on his left arm. Then he must take the lady by the hand. Together they walk around the goal and back to the table, where the lady unloads the bundles, one by one. They then touch the next couple in line, and immediately go to the end of the line. The second couple now follows the same procedure. The side whose leaders first return to the head of their line, wins. If any of the bundles are dropped—as they are sure to be, in the excitement—the lady may assist her partner in picking them up. But this takes time, of course.

The game called "Christmas White Elephant" is an interesting way to get rid of things that their owners no longer want—though somebody else may. Some time before Christmas all these articles that are "white elephants" are collected and wrapped, leaving a long end on the string. On Christmas Day, when you are ready for the game, stretch a stout line across the room and tie these packages to the line with their strings so that they hang at a convenient height. One by one the players are blindfolded, given a pair of scissors and told to cut down a package.*

One of the traditional Christmas sports is jumping for cakes. The cake is suspended from the ceiling by a string. Each participant tries to take a bite from the cake, with his hands tied behind his back.

Another lively game is to lay a holly or evergreen wreath on the floor and have the guests form a circle around it. Quick music is played and they dance around the wreath. As they dance, they try to make some player touch the wreath. Anyone touching the wreath must drop out of the game. The game continues until only one player remains. He may receive as a prize a small holly box filled with home-made candy.

For a quiet game try "Choosing Christmas Presents." The players are seated in a circle about the tree. Each player in turn is allowed to choose two or three presents. The choice, however, is limited to articles which begin with the player's own initials. Thus Henry Smith might have for his Christmas cheer such things as hairpins and skates, while Mary Ann Jones would find herself choosing a motorboat, aeroplane and a jumping jack.

FOR the community or neighborhood celebration of Christmas, caroling is one of the oldest and happiest customs. Lately the idea of community carolers has spread to 2,000 cities and towns. The cheery bands of singers, clad in their scarlet cloaks, go about on Christmas Eve or early Christmas morning and stop to sing before every house which has a lighted candle or some other signal in the window.

Another way of spreading the Christmas spirit throughout the town is the pageant or carnival on wheels. In the town of Dothan, Alabama, they recently had a procession of Christmas floats which traveled through the principal streets and ended its journey on a playground, where games were played around a lighted holly tree. Every Christmas, Boston has a beautiful pageant of the Nativity which is staged on a motor truck on Boston Common.

* This is an excellent idea for a meeting of a Parent-Teacher Association. A small sum, 10 cents or 25 cents may be asked for each "cutting down" and a considerable sum may thus be realized for some special project.—EDITOR.

The Summer Round-Up



On the Way to the Clinic. Amite, Louisiana

*From Editorial Comment—"The Commonwealth,"
Official Publication, Massachusetts Department of Public Health*

Two years ago the National Congress of Parents and Teachers invented a most felicitous phrase, not new in itself but new in its application to a phase of public health. This term—the Summer Round-Up—has to do with a nation-wide endeavor to bring about the annual physical examination in the spring of all children who are about to enter school for the first time in the fall. This early examination allows for the correction of the physical defects found, during the summer months preceding the opening of school.

The Summer Round-Up offers great possibilities to those promoting child health. In the first place it is a permanent activity since we shall always have children entering school for the first time in the fall. Again it is a most definite enterprise whereas to many certain important phases of public

health work seem indefinite and to promise results only in the distant future.

This movement ought to be of considerable interest to the taxpayer. If public health officials are correct in taking it for granted that the value of the educational opportunities offered the child by the taxpayer will be enhanced by virtue of the fact that the child is entering school free from physical defects, then we may safely appeal to the average hard-headed citizen to support this movement. In order, however, that it may not be left entirely to this often nebulous individual called the hard-headed citizen, the Massachusetts Department of Public Health is encouraging the formation in every town of a child hygiene committee whose interest it will be to foster this and other measures directed towards the promotion of child health.

Department of the *National Education Association*

What Price—A Good Teacher?

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

Do you know the salary of your child's teacher?

Have you ever compared it with the income of your butcher, banker, plumber, private secretary, doctor, or lawyer?

Have you ever tried to compare the gifts which a good teacher brings to your community with the contributions made by other workers who have less preparation and much greater income?

Is not a civilization measured—is not your community measured—by the value it places on the lives of men and women who serve it?

Does your town value fineness and intelligence enough to pay the price of maintaining in its midst people who radiate intellectual interests wherever they are?

If it really does value fineness, it will insist on having teachers of the best training and ideals and will be willing to pay for them.

WHY we have low standards. The problem is difficult in the United States because we have been satisfied with teachers of meager training. We are literally a self-educated nation. Many of us never had a teacher who was more than an eighth grade graduate until we had gone through the graded schools. And hundreds of thousands of children are still sitting at the feet of teachers with less than a common school education. Millions more are

Do you want a first class teacher for your child? The Congress of Parents and Teachers more than any other group can help the public to appreciate the supreme importance of attracting into the schools the biggest hearts and the best minds of each generation. Begin with the salary of the teacher of your own child. Have you as a citizen done your part to make that salary what it ought to be?

under teachers whose education does not reach beyond the second year of high school. Still other millions sit at the feet of high school graduates. Fewer than half the children of the United States enjoy the leadership of teachers whose training reaches two years beyond the four-year high

school. Only in more fortunate communities do teachers in the elementary schools measure up to the standard set by the National Education Association—four years beyond the four-year high school.

In the light of such facts, it is apparent that there is crying need in American education and American life for teachers of greater training with salaries sufficient to justify that training. Such teachers would bring into rural community life the wholesome, sustained leadership that puts rural education in Switzerland and Denmark far ahead of our own.

WHAT can be done in your community? First, find out how much training your teachers have had and insist that this level of training be gradually raised until it reaches standard. Encourage the board of education to offer annual salary increases for attendance at summer schools or for the completion of extension courses approved by the superintendent. *Caution:* Do not dismiss good teachers merely to get other teachers who have had more training. Encourage the teachers you have to go on

with their training by giving salary increases for additional training.

WHAT is a fair salary? After careful study of the total national income and the wages paid for many kinds of service, the Research Division of the National Education Association has presented data on salaries for teachers. The Association has said persistently through the years that teachers' salaries should provide for *subsistence*—enough to live on in decency and health; *economic independence*—provision for illness and age, without which none can give his best; *culture*—that stock of the fine things of life which no teacher can pass on except as he builds it into his own life; and for *professional attainment*—that continuing mastery of principles and technic necessary to maintain the fullest working power.

HOW one city solved the salary problem. Nowhere else in America is there a better demonstration than in Cincinnati of the advantages that come to children when teachers are well trained and well paid. The people of Cincinnati believe that every child in the city—whether in elementary or in high school—is entitled to a well-paid, professionally-trained teacher. The city has accordingly adopted the principle of the single salary schedule which puts all teachers of the same training and experience on a common salary basis whether they teach on elementary, junior, or senior levels. This follows the example set by other cities which have done notable pioneer work in teaching personnel, such as: Denver, Colorado; Lincoln, Nebraska; Oakland, California, and Minneapolis, Minnesota.

Like every school system, Cincinnati has many teachers who came into the schools under standards that were less strict. In its new salary schedule, it has provided encouragement for these teachers to continue their training. Those who do so, automatically go into the higher salaried groups until they reach the maximum salary of \$3,500. If they are exceptionally skilful, they may be designated "demonstration teachers," which means \$300 extra, or

\$3,800. Promotion is automatic as additional training is attained. The heart of the Cincinnati plan is the schedule of salaries for new appointments and for those now in the service who have taught from one to five years. This schedule follows:

GROUP 1. For those who have 60 units of professional preparation, equivalent to a two-year normal course: Minimum salary, \$1,400; annual increase, \$100; maximum salary, \$2,000. Teachers with less than 90 units remain in this group until they obtain the units required for entrance into the next higher group. Then they are promoted for the ensuing school year into Group 2 and are allowed the annual increase provided for that group.

Group 2. For those who have 90 units of professional preparation, equivalent to a three-year normal course: Minimum salary, \$1,500; annual increase, \$125; maximum salary, \$2,500. Teachers with more than 90 units and less than 120 units remain in this group until the 120 have been obtained, when they are promoted for the ensuing school year into Group 3 and allowed the annual increase provided for that group.

Group 3. For those who have 120 units of professional preparation, equivalent to graduation from a four-year college course: Minimum salary, \$1,600; annual increase, \$150; maximum salary, \$3,250.

Group 4. For those who have 150 units of professional preparation of approved college credits, or who hold the A. M. degree and who have served for one year at the maximum of Group 3: Minimum salary, \$3,250; maximum salary, \$3,500. This provides an increase of \$250, in two annual instalments, beyond the maximum for college graduates, for those with one year of graduate study.

In appreciation of the stand taken by Cincinnati whose superintendent is a vice-president in the National Congress of Parents and Teachers, the Board of Managers at its Atlantic City meeting on September 20 sent congratulations to the Citizens of Cincinnati, the Board of Education, and to Superintendent Condon.

NOT an easy task. Some who read this may say, "That is all right for Cincinnati, but it can't be done in our town. There are too many problems." Remember that Cincinnati too had its problems. There were citizens who wanted lower taxes. There was not enough money in the school fund to provide for the desired salaries. Some feared the effect of paying elementary teachers the same as high school teachers. Others thought that the men teachers should have a higher schedule than the women. All these problems have been worked out in friendly spirit. A committee, representing every branch of the school system, spent more than a year gathering facts and holding hearings. It was necessary to hold a special election in which the citizens of Cincinnati voted by a substantial majority a one-mill tax in addition to all other taxes for the specific purpose of making possible this new schedule.

IT can be done. It can be done in a one-room rural school; it can be done in a village of a few hundred citizens; it can be done in a town of a few thousand; it can be done in a county, or in a whole state as soon as the best people are aroused to the importance of well-trained, permanent

teachers who will stay in the community and give it the inspirational leadership it is entitled to. Is it any wonder that some schools are poorly adapted to the needs of the families represented by the pupils? We have been content with tramp teachers. We have expected our teachers to move on every year or so to some other community, long before they have had time to understand the problems in our own. We have paid them salaries too low to justify the training required and the standard of living that goes with the prominent place teachers occupy in the community. We have failed to recognize that money paid for teachers is not an expenditure, but an investment which yields large returns in the lives of children.

DO you want a first class teacher for your child? The Congress of Parents and Teachers more than any other group can help the public to appreciate the supreme importance of attracting into the schools the biggest hearts and the best minds of each generation. Begin with the salary of the teacher of your own child. Have you as a citizen done your part to make that salary what it ought to be?

The Giving Tree

BY VIOLET THOMAS HARTMANN

I think that I would love to be
As gen'rous as a green pine tree;
This little tree that grows to give
And makes our Christmas spirit live.

How sturdily it stands upright,
And bears the gifts and tinsel bright;
Its outstretched arms have gathered near
The dolls and toys we hold so dear.

But I am sorry when I see
A faded, dying Christmas tree—
And so this year I'm going to give
Our Christmas tree a chance to live.

Outside our door, we'll plant it there,
With everyone its beauties share.
And thru the years a growing tree
Will greet each season merrily!

FOR YOUR CHRISTMAS PROGRAM

Entertaining plays for children, refreshingly new and readilyactable, may be secured from the Education Division of the National Safety Council, 120 West 42nd Street, New York City. Each play teaches a safety principle, but so surrounds it with humor and dramatic action that children find the safety warning a delight rather than a lesson.

Bill's Christmas Fright, by Frances Stuart, is especially adapted to a Christmas entertainment. A prologue and epilogue take place in Bill's house, while the main scene is in Santa Claus' workshop. A boy, who will not learn to use his playthings carefully, dreams that Santa is sending him only stupid toys. The scene at the North Pole introduces quaint toys and colorful dances. The price of the play is twenty-five cents.

POISE AND PERSONALITY

By ANNA H. HAYES

LESSON II

EXERCISE. Ask the class to rise and take position, standing at convenient intervals, so that there shall be plenty of room for use of both arms. First, use the simple breathing exercise described in lesson one. With hands on hips, chest expanded, stand on the right foot, swing the left pendulum wise, knee stiff; continue as long as it is possible to keep the balance. Alternate right and left feet.

Review for a few minutes the relation between mind and body.

Buoyancy

Buoyancy is defined as the quality which makes it possible for a body to float, and while this talk has nothing to do with swimming, we are still very much concerned with buoyancy; buoyancy of spirit, that quality which makes it possible to rebound from shock, to arouse oneself from a state of depression, to achieve vivacity.

To attain physical buoyancy we are striving to keep all of the breathing cavity filled with fresh air, which together with right habits of diet and physical care will put springs under the soles of one's feet. Physical buoyancy is necessary to mental buoyancy and both are necessary to our work.

Try to slump in your chair, allowing the chest to collapse and the abdomen to protrude. You will soon feel tired, filled with a lassitude which makes the task at hand seem anything but important. Now take the correct position, hips back, chest elevated and abdomen drawn in; breathe fully and deeply and the lethargy will fall away as quickly as it came.

One of our workers found herself, one day, filling a substitute engagement in a small town where her welcome had been anything but cordial. Her place on the program had been postponed again and again until the waiting grew irksome and she realized that she was becoming nervous about finally fac-

ing her audience. Depression, a sense of inadequacy, apprehension over her choice of material, filled her mind when the time did come, until it seemed that she could not arouse herself to meet the occasion. Suddenly, she realized that she had "slumped," physically and mentally; she sat upright, breathed deeply of all the air available, both friendly and unfriendly, and walked to the stage freed from the succession of bugaboos which had sought to undermine her ability. She possessed buoyancy of spirit. Let us strive for it, remembering that we must first acquire the habit of sitting or standing for physical buoyancy, that the spirit may not suffer a handicap too great for its strength.

Requisites for Success

In the work which we are trying to do, there are just two requisites for success, aside from a thorough preparation of subject matter, which of course, we would not attempt to do without. These qualities are within the reach of every member; they are *buoyancy of spirit and purity of purpose*.

Buoyancy of spirit we have discussed enough for the present; purity of purpose must now claim our attention. Purity of purpose means first of all, that consideration of self shall not enter into any phase of our work, except as an agent of accomplishment, or as Zona Gale puts it, a channel through which the message may be given. It means further, that we must attune ourselves to a spiritual pitch which does not permit consideration of the advancement of self, nor the consideration of a possible reward for achievement.

Living as we do in an age of individualism, we may well profit by the teaching of Confucius, who said that a man is but for the fulfillment of his duty. It still requires wise discrimination to discern just which path leads to duty when such a multi-

tude of tasks beset us, and we have need, more than ever for purity of purpose in our daily living.

Fear

We must sell to ourselves thoroughly the idea of the Parent-Teacher Movement before we prepare to talk about it to others, otherwise we may find ourselves beset with fear of the insistent clamoring kind which makes it impossible for many capable women to think at all while standing before a group of listeners, however friendly.

A chapter might be written about fear, and just that kind of fear which makes public appearance so difficult for many earnest workers, but for the sake of brevity we will consider it, merely as an enemy of poise. "I am sick with fear" says one and the malady is truly physical. "I am rendered blank by fear" says another and doubtless, many of us have experienced her dismay, but the Purity of Purpose idea offers certain relief. It is "a positive cure" for fear.

Purity of purpose overcomes fear in just that degree to which we are able to develop it within ourselves. With no thought of self, there will be no fear of an audience. Too often we are concerned with "*the impression I make,*" rather than "will my subject get across," which is reverse concern, putting the cart before the horse in our work, if you please. Practice saying to yourself; "these are my friends, they are anxious to hear the word waiting to be said; they will be responsive, kindly," . . . not as a hocus to deceive yourself, but as a stabilizer to convince your doubting self of the truth. Read the first chapter of the book of the Prophet Jeremiah, beginning with the sixth verse and no longer fear. (Read to the class.)

Physical Appearance

Pleasing appearance is an important asset for one who would stand before an audience. We cannot have physical beauty for the asking, but we may attain a pleasing appearance by giving careful attention to the details of the toilet. Dress, hair and hands must not detract from the attention of the

listeners, and the radiance of careful grooming does add materially to the pleasure of one's hearers. By careful grooming we mean, a frequently bathed body, neat hair and perfectly clean hands and nails.

If when you stand to talk, your hands are "in the way," hold a piece of paper, a program or a small note book, to set yourself at ease; and do refrain from fumbling with accessories about the dress, removing and replacing eye glasses, etc., nervous habits which tend to keep the audience in a state of disquiet, wasting their attention in compassion for the speaker.

Enter the platform unhurriedly, walking on the balls of the feet.

To assume a sitting position, place one foot slightly in advance of the other so that the contact between the knees (inside of one against the outside of the other) will permit leisurely descent, without bending the body forward jack-knife fashion, as you take your place in the chair.

Sit with the hips well back, the spine erect, the chest elevated, and the abdomen drawn in. It is possible to assume a buoyant attitude without seeming to sit bolt upright with artificial stiffness. A buoyant position is essential to the maintenance of mental freedom and optimism in the face of difficulty.

It is most important that we concern ourselves with the position of the feet while sitting on a platform. Most women of moderate stature find it comfortable to sit with the ankles crossed or with one foot slightly in advance of the other. Under no circumstances cross the knees, or sit with both feet upon the floor in such position that the knees fall apart. The feet should never be more than six inches apart when we sit in a chair. Be careful of toeing in or toeing out; it is just as awkward sitting as standing and the point of view of the audience is our concern. Practice sitting, standing, rising, etc., with the entire class. Arise from the chair without bending forward, using the knees as a brace as directed above, again placing one foot in front of the other.

To stand gracefully we must take great care that the feet are placed quite close

together, whether they be parallel or one in advance of the other. Posture teachers remind us that we must never toe in or toe out. Practice sitting, standing rising until there is no feeling of awkwardness. Ease and freedom of body directly affect the ease and freedom of mind, and we must be able to forget ourselves completely, that we may speak with confidence gained in the possession of poise, physical as well as mental.

The leader should demonstrate both correct and incorrect manner of sitting down, rising, standing, etc.

Material

Ask members to procure National Handbook.

Spend a few minutes explaining the use of the handbook and the scope of information contained in it, as the handbook is the chief text book to which we will refer for outline material.

Encourage discussion of some point in the lesson.

NOTE: This is the second of a course of seven lessons, which began in the November issue. Back numbers may be secured for ten cents.



WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

A

FAMILY:

- "Colleen" (Madge Bellamy)—Fox. 7.
- "College Widow" (Dolores Costello)—Warner Bros. 7.
- *"Dress Parade" (William Boyd and Bessie Love)—Pathé. 7.
- "Drop Kick" (Dick Barthelmess)—First National. 7.
- "Fair Co-Ed" (Marion Davies)—Metro-Goldwyn-Mayer. 7.
- "A Harp in Hock" (Junior Coghlan and Bessie Love)—Pathé. 7.
- "High School Hero" (Sally Phipps)—Fox. 6.
- "Life of Reilly" (Charlie Murray and June Marlowe)—First National. 7.
- "Missing Link" (Syd Chaplin) Warner Bros. 6.
- *J "My Best Girl" (Mary Pickford)—United Artists. 9.
- J "Rose of the Golden West" (Mary Astor)—First National. 7.
- "Slightly Used" (May MacAvoy)—Warner Bros. 7.

B

- "College Hero"—Columbia Pictures. 6.
- "No Babies Wanted" (Priscilla Moran)—Plaza Pictures. 6. (Title misleading, should be "No Children Allowed.")
- "Tip Toes" (Dorothy Gish and Will Rogers)—Paramount Famous Lasky. 7.

WESTERNS:

- *"Boy Rider" (Buzz Barton)—Film Booking Office. 5.
- "Gun Gospel" (Ken Maynard)—First National. 7.

ADULTS:

- "The Wise Wife" (Jacqueline Logan and Tom Moore)—Pathé. 6.

SHORT REELS—COMEDIES:

- "Felix the Cat in Wise Guise" (Cartoon)—Educational. 1.
- "Felix the Cat Switches Witches" (Cartoon)—Educational. 1.
- "Ko Ko Chops Suey" (Inkwell Cartoon)—Paramount Famous Lasky. 1.

SCENICS:

- "Northern Alaska Today" (Scenic)—Fox. 1.
- "Roamin' Round the Caribbean"—Tiffany. 1.
- "Under Colorado Skies"—Fox. 1.

CHRISTMAS SUGGESTIONS:

- "A Kiss for Cinderella" (Betty Bronson and Tom Moore)—Paramount Famous Players. 10.
- "The Man Nobody Knows" (Bruce Barton's story of Christ)—Pathé. 6.
- "Old Scrooge" (From Dickens' Christmas Carol)—Pathé. 3.
- "Peter Pan" (Betty Bronson and Mary Brian)—Paramount Famous Lasky. 10.

FAMOUS MELODY SERIES:

- "Holy Night" (Visualized)—Pathé. 1.

RELIGIOUS:

- "Pilgrimage of Palestine" (A series of nineteen pictures visualizing Palestine and its people). 1 reel each.

COMEDIES:

- "Five Orphans of the Storm" (Aesop Film Fable)—Pathé. 1.
- "Good Cheer" (Our Gang)—Pathé. 2.

*—Especially recommended.

A—Good.

J—Children under fourteen.

"Family" pictures are recommended for the family and children of twelve years and over.

"Adult" pictures are recommended for those of mature viewpoint and experience.

Figure to right indicates number of reels.

Average time to show one reel, twelve to fifteen minutes.

Safety

Conducted by the Education Division,
National Safety Council

Keeping the Cheer in Christmas

BY FLORENCE NELSON

Sylvester Brown chopped gayly down
A handsome evergreen;
He dragged it home with pride for such
A tree is seldom seen.

"We'll deck it out with tinsel,"
The Browns cried eagerly.
"A hundred twinkling candles
We'll light upon our tree."

The candles burned, and likewise
The tinsel was destroyed
While licking flames devoured with speed
Bright balls of celluloid.

The curtains, carpets, then the house
Soon blazed right with the tree—
('Twas a very merry Christmas
For the Brown family.)

WE confess that the foregoing verses are chosen as a light and casual introduction to what may be an unattractive subject. An unpleasant task, indeed, to dim bright thoughts of Christmas with gloomy words of warning about holiday accidents. But perhaps we may be forgiven, since, after all, we are really trying to help everybody to have a happier, jollier Christmas than ever before. A little judicious planning and forethought will help to prevent accidents during the holiday season, and will insure the greatest enjoyment of the festivities.

Arranging the Decorations

Let's begin with the Christmas tree. The use of electric lighting sets has apparently become quite general, and yet the reports of last year's holiday accidents show a surprising number due to candles used for this purpose. This is almost certain to cause a fire, since the evergreen branches are highly flammable. *No Candles on Our Tree* is a



good slogan, and one which should be adopted in every household. Unless the strings of electric light bulbs are well constructed and properly connected they too involve a fire hazard. If you haven't a competent electrician in the family it won't cost very much to employ one for this small wiring job.

There are certain kinds of tinsel, "snow," icicles and other attractive tree decorations on the market which are guaranteed to be non-flammable. Be sure to ask for these in selecting your decorations. Even though candles are not used on the tree, a match or other open flame in the room is likely to cause a fire if celluloid and other combustible ornaments are used.

If you "deck the hall with boughs of holly" make sure that electric light fixtures are properly protected. Holly and evergreens become dry in an amazingly short time, and a very small amount of heat will start a dangerous blaze.

A word of caution about disposing of the decorations when the holiday season is over. Never throw evergreens into the fireplace, or try to dispose of the tree by thrusting it into the furnace. A sad accident occurred in this way last year when a father who was helping to take down the Christmas greens

carried the tree to the cellar and tried to put it into the furnace. It was too large for the opening and the door refused to shut. The cracking flame shot out into the room and the man was very badly burned. Better take the tree and other branches out of doors, and leave them to be carted away with other refuse. If it is necessary to burn them, choose a large open space, and be sure that it is a calm day.

Bracing the tree properly is also important. Several accidents have occurred when trees have fallen into fireplaces, either because somebody brushed against them, or because the weight of their ornaments toppled them over. Place the tree in a corner of the room where it will not interfere with the activities of the household, fastening it securely at the base and bracing it so that it will not be top-heavy.

Summoning the Carolers

Placing a lighted candle in the window to signal the Christmas carolers is a quaint custom, but it should be followed with great discretion. Lighting up all the rooms in the house and leaving the shades undrawn gives a look of welcoming cheer, and when you want to run out and join the singing group you'll have the comfortable assurance that there is no candle left unprotected to set the window curtain afire.

Handling Toys Carefully

Mechanical toys, so dear to the hearts of our youngsters and hardly less so to many grown-ups, are increasingly popular as Christmas gifts. Who has not seen a whole family sitting spellbound while Johnny's little electric train careened around the tracks! In the hands of small children, however, these toys are often unsafe. One boy was badly injured when a small steam engine, his prize Christmas gift, exploded in his face. Numerous fires have occurred because electrical toys were not properly wired. It is a good idea to have father or mother on hand to supervise the first use of such equipment, and to have

the youngsters carefully instructed as to how it may be operated with safety.

For some reason the sparkler which causes so many accidents in Fourth of July celebrations, is making its appearance as a Christmas plaything. Advertised as harmless, the sparkler, as a matter of fact, is extremely dangerous. It often ignites children's clothing and other flammable materials. At least one serious fire occurred last year when a sparkler set fire to a Christmas tree.

Another deadly plaything is the toy pistol, which causes wounds that frequently result in lockjaw. Firearms, even toy ones, have no place in the hands of children, and should be banned, not only at Christmas time, but at any season of the year.

Eagerness to use such Christmas delights as new skates, sleds, skis, etc., often takes children into places wholly unsafe. A thin film of ice over the pond or lake is very alluring when a shiny new pair of skates is just begging to be tried out. Wise parents will keep a watchful eye on their children and suggest other pleasant diversions if the Christmas gifts cannot be put into immediate use.

Community Gatherings

We all remember with horror the disaster which occurred several years ago at Christmas time in an Oklahoma school house. A party was being held in an overcrowded room having only one exit. When the Christmas tree suddenly caught fire a panic ensued. The children became jammed against the door which opened inward. Thirty of them were cruelly burned to death and scores badly injured. This tragedy should serve as a perpetual warning when planning any sort of community celebration. Is the room large enough to accommodate the crowd? Are the exits sufficient in number to empty the room quickly? Do all doors open outward? Is the lighting equipment safe? Is proper ventilation insured? These are some of the important things to investigate before arranging any community celebration.

Keeping Cheerful

And now just a word about maintaining a certain poise and balance in the inevitable Christmas rush. Too often the weeks immediately preceding the holidays are the scene of wild confusion and disorder in the household. "I'll start early next year," you say to yourself, "Christmas seems to be just a nightmare when there's so much to be done." In spite of careful preparation, however, the holidays do bring an added burden on the housekeeper, and unless she is able to bear it cheerfully and capably, home affairs are bound to get out of adjustment. Then accidents and illness inevitably follow. Playthings and other objects left out of place cause many serious falls. Overeating and fatigue lead to precious holidays spent in bed. Merry Christmases are sane Christmases. Here's wishing you the very best for 1927!



Christmas Don'ts

(The National Safety Council)

DON'T use open lights (candles) on Christmas trees.

Don't place tree near open lights (candles, gas or oil lamps).

Don't set tree in poor or flimsy support.

Don't operate any toy electrical apparatus under a tree or near cotton, paper or other inflammable material.

Don't give dangerous toys (guns, knives, etc.) to children—it may mean someone's death.

Don't allow inflammable decorations to come into contact with hot electric light bulbs.

Don't use a rickety stepladder in decorating trees, hanging wreaths and decorations. Many people die from falls.

Don't go close to fire in Santa Claus costume—the whiskers, cotton trimmings, etc., are highly inflammable.

Don't permit any unsafe practices in any public Christmas celebrations in which you may be a participant.

Don't leave a lighted tree unwatched, especially if children are near.

Don't put cotton beneath the tree to make the carpet look like snow-covered ground.

Don't celebrate by drinking questionable liquors which may contain wood alcohol.

Don't allow trees to remain in buildings after holidays. They dry up and become inflammable.

Don't spoil the day by an avoidable accident.



The Book Page



BY WINNIFRED KING RUGG

THE person who wishes to give a child a Christmas gift of a book is with good reason bewildered by the display in the book shops. Books for boys and girls get brighter in cover and bigger in number as each year goes by, and, in spite of a lot of "slush" that is put out under the name of "juvenile" writing, we do believe that on the whole they are getting better. At least, writers for the young do seem to have a clearer realization of what children like and most assuredly the publishers put more money and artistic effort into the make-up of the books. To help out the bewildered purchaser headed for the children's section of some book shop we will list by age and personal inclination a few of the many new-comers among books for the young.

For girls in their teens there is a new and revised edition of Lydia Hoyt Farmer's *Book of Famous Queens* (New York: T. Y. Crowell Co., \$2.50). Beginning with Semiramis and coming down to Tzu Hsi, Empress Dowager of China, it sketches the career of sixteen queens. Though silent about some of the peccadilloes of these famous women, it does not deliberately whitewash them. Girls will unconsciously imbibe a great deal of history from it. * * *

Under the front veranda of a near-by residence some boys of ten or twelve have established an amateur chemical laboratory, whence issue strange sounds and yet stranger smells. For that kind of youngster, both for his amusement and for his safety, such a book as A. Frederick Collin's *Book of Experiments* is a suitable gift (Crowell, \$2). It avoids technical language, gives simple diagrams and encourages a boy to make his own material so far as possible. Not only chemistry but electricity, photography, and acoustics are represented. * * *

Another book that supplies the need of active youngsters is Imogen Clark's *Suppose*

We Do Something Else (Crowell, \$2). There is a chapter of games for young children, another intended to help pass the time for the younger traveller, another of games for the whole family, one of puzzles and parlor tricks, and one especially for girls on "How To Make Things" with needle, brush, glue-pot, cake-bowl and candy-kettle. It is really a book for the whole family. * * *

A story of permanent interest written with genuine literary distinction is *Children of the Moor*, by Laura Fitinghoff (Boston: Houghton, Mifflin Co., \$2.50). This book, known and loved for many years in the author's native Sweden, is now brought to America for the first time. It gives a true picture of peasant life in Sweden two generations ago. Mrs. Fitinghoff grew up in a large, wealthy parsonage where the hungry were never turned away empty. The scenes of a famine year, deeply impressed on her mind, have been embodied in this exquisitely written story about a band of children who had to look out for themselves and in the end found happy homes. It is especially suited to girls of eleven to twelve. It is not depressing but stimulating. * * *

Though *The Boy Knight of Reims*, by Eloise Lowensbery (Houghton, Mifflin Co., \$2.50), is a book about boys and the work of the guilds, the goldsmiths and sculptors, the book is more likely to appeal to girls. It is an account of Reims as it was in the fourteenth century, with its crafts and guilds all centering in the great cathedral. There is a great amount of information about manners and customs in the time of Jeanne d'Arc compressed into this story of young Jean d'Orbais who made a famous statue of the Maid of France. * * *

Friends in Strange Garments, by Anna Milo Upjohn (Houghton, Mifflin Co.,

\$1.75), is for children who are studying geography because it is full of stories about foreign countries as they are now. The author works for the Junior Red Cross and has written these stories about the children of far countries for the special purpose of developing a "league of friendship" between the children of all nations. Some of the stories are actually true; all of them are said to be true to life.

* * *

For very young children there is *The Littlest One: His Book*, by Marion St. John Webb (Crowell, \$2). It is a book of poems in the manner of A. A. Milne's Christopher Robin verse, with illustrations by A. H. Watson also in the manner of Shepard's drawings for Milne's books. Nothing can take the place of Milne and Shepard but this is an attractive little book to be given as a "follow-up" to children who have acquired the Milne taste.

The last book we are going to mention is probably after all, a book we want for our own sake and not for the sake of any young person. It is an adorable new edition of *Mrs Leicester's School*, by Charles and Mary Lamb (New York: E. P. Dutton & Co., \$3). This delicately stilted book of imaginary biographies written for the girls, the little "ladies," of more than a hundred years ago, brings home to the reader the enormous gulf between reading for children in those days and in our own. We cannot imagine any girl of this generation who would read the book, except for the fun of seeing what sober tales her great-great grandmother had to read, but to the adult reader the book is as delicious as an old-fashioned bouquet or an antique silhouette, and the illustrations by Winifred Green are in exact accord, with their stiff Green-away figures and pink-rose borders like old-time valentines. You may buy it, not for a child but for your own delight.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

Intelligent Parenthood

THE unique contribution of the Parent-Teacher movement is its insistence that all those who are dealing with children, either directly or indirectly, shall unite in protecting and educating them to the best of their ability. It stands to reason that successful co-operation of home, school and community must depend on intelligent, trained adults, parents not excepted.

Training for parenthood was the corner stone upon which the Congress of Mothers was founded. The whole superstructure of our organization would topple over and fall flat were not our thousands of local units planning programs to include a perennial course for parents, to make them "fit for children to live with." Everybody knows that parents have faults and that the need of education for parenthood stands out tragically. Progress is not automatic.

"An incompetent father or mother puts a heavy strain on the home and starts the child with a serious handicap." So says Dr. C. W. Chenoweth of the University of Idaho. Somehow parents must be added to our educational board. That will require study on the part of parents and an intelligence which has not been tried on any large scale in the average American home.

In the Civil War some soldiers were trying to cross a river. They waded on and on but got nowhere. Finally one of them shouted, "Boys, I believe we are crossing the river lengthwise!" That is the way some people go through parenthood, the longest, hardest way. They contribute nothing more to their children than their parents have contributed to them.

These are some of the criticisms made by a writer in a recent magazine:

1. Parents neglect their young. The more prosperous they are, more they neglect them.

2. Parents retard their children's development.

3. Parents fail to teach their children right from wrong.

4. Parents try to make life too easy for their children.

Are these fair and just criticisms? Do they fit the average American parent? If so, study courses are in order. The CHILD WELFARE MAGAZINE, you will notice, is devoting several pages a month to Study Programs to be used as guides to local groups working for a wiser parenthood. The literature of the Congress, the State Branches, and the co-operating organizations, is full of help for the student of parenthood.

The Child Study Association of America holds valuable conferences on the subject. Colleges and State Universities are more and more promoting courses in child development, and the Congress has its own bureau of Child Development with Dr. Bird T. Baldwin as manager. Of interest is the recent establishment of an institute of child welfare in the University of California. The California Congress of Parents and Teachers has pledged to defray the rental charges of such off-campus housing space as the institute will require during the six-year period for which the Laura Spelman Rockefeller Memorial has made liberal appropriations for maintaining the institute.

This good program for a year's work has just been sent by the Federation of Parent-Teacher Associations of Wellsville, New York. It offers many good suggestions.

GENERAL TOPIC:

"INTELLIGENT PARENTHOOD"

OCTOBER TOPIC

"Responsibilities of Parenthood"

1. A father's viewpoint.
2. A mother's viewpoint.
3. A boy's.
4. A girl's.

NOVEMBER TOPIC

"Physical Needs of the Child"

1. Food.
2. Exercise.
3. Health.
4. Habits.

DECEMBER TOPIC

"Mental Needs of the Child"

1. Mental hygiene.
2. Mental development.
3. Mental capacity.
4. Mental activity.

JANUARY TOPIC

"Social Needs of the Child"

1. Play and amusement.
2. Making acquaintance.
3. Agreeableness.
4. Responsibilities.

FEBRUARY TOPIC

"Good Citizenship"

1. What makes a good citizen?
(By a leading citizen)
2. What do we owe our town?
(By a town official)
3. What do we owe our country?
(By American Legion Speaker)
4. The kind of citizen we admire.
(By a senior high school boy)
(By a senior high school girl)

MARCH TOPIC

"The Child and Music"

1. Musical ability.
 2. Music in the home.
 3. Music in the school.
 4. The nation's music.
- A community sing.

APRIL TOPIC

"The Child's Parents"

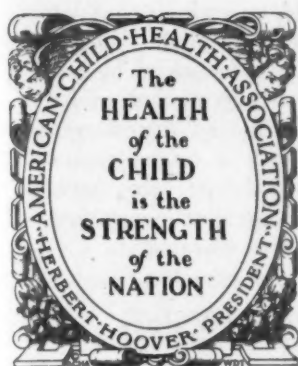
1. The kind of father we admire.
(By a high school boy)
(By a high school girl)
2. The kind of mother we admire.
(By a high school boy)
(By a high school girl)
3. As we see ourselves.
(By a father)
(By a mother)

MAY TOPIC

"The Child Himself"

1. In the home.
2. In the school.
3. In the community.
4. By himself.

JUNE PICNICS



Child Health

CONDUCTED BY THE

American Child Health Association

ALICE FISHER LOOMIS, Editor

in co-operation with the professional Divisions of the Association

A School Health Program for Parent-Teacher Associations

This article is one of the series that has appeared at irregular intervals during the current year, each discussing some feature of the health protection of the child in school.

PART VII

The Health Examination of School Children

BY LEROY A. WILKES, M.D.

WE are realizing in these days that health can be built up as well as patched up. In order to detect a defect before it develops further we must allow ourselves to be examined at regular intervals by a qualified physician. This is true of all ages, but in the case of children the examination needs to be more frequent, since childhood is a period of rapid change and growth.

Purposes of the Examination

The primary purpose of the examination is detection of defects—both of structure and function. Defects do not tend to correct themselves; they tend generally to become worse and if neglected too long may pass beyond scientific skill. More than that, one defect may produce another, *i. e.*, as in the case of a neglected throat trouble resulting in deafness.

The discovery and correction of defects are not the only reasons for the health examination. It serves other purposes. It brings out a more complete picture of the

health of the child that is particularly valuable when the school is exposed to some contagious disease; it helps the teachers to become informed of the child's physical fitness and ability to undertake school work, both scholastic and physical; and it leads to a better general understanding of the pupils by the teachers.

Extent of the Examination

The physical examination of each individual school child, then, is the first step in the school health program. It should be thorough, the child being stripped to the waist (or clothed with a slip cover which permits of thorough examination) so that the doctor can adequately examine heart and lungs and discover curvatures or other defects not evident through the clothes.

There are various difficulties in the way of giving an adequate health examination to school children. In the first place, there are few school districts willing to command enough medical service to insure a complete physical examination of each school child

every year. We may lay it down as an axiom that a thorough examination three or four times during the school life is better than a hurried examination every year. Nevertheless, we should not rest content with this, since two or three years is much too long to go without a check-up of a child's condition. This should be done every year at least and the years when a thorough examination is not given the child at school, it is advisable to take him to a private physician for a general overhauling. For those whose family budget cannot be stretched to cover this, there are generally health centers or clinics.

Another difficulty lies in the fact that in some states children cannot be properly examined—with the clothing partly removed—without the consent of the parents. The parents may be apathetic or they may have an unfounded prejudice against this procedure. In either case, a campaign to obtain their consent and to secure the attendance of at least one of the parents at the examination, is a legitimate and desirable activity of the Parent-Teacher Association. It is well worth while thoroughly to organize beforehand the work to insure this attendance, so that the examination may result in the most good for the child. The parents, being present, can supply many details of past experience, illness, etc.,

of which the child is ignorant, but which help the doctor in forming his judgment. The parents are in turn helped by receiving directly the instructions and advice of the doctor. The children themselves are often helpful in such a campaign and a friendly rivalry may be set going between classrooms for the greatest percentage of parental requests for examination, or for the highest number of parents present.

Educational Values

With sufficient time allowed for each examination, and the parent present, the occasion can be made one of real educational value to both parent and child. Every mother will be glad to understand better what is requisite to raise and maintain the physical standard of her child. The child also profits. In Mansfield, Ohio, during the four years of the child health demonstration held there, a personal conference with each child was held by a nurse or experienced teacher, immediately following the examination, "to commend him for his accomplishment and to point out the special effort he must make to reach a high standard of health." His mind had been prepared beforehand, so that he looked forward to the examination with pleasure rather than dread, and he was never allowed to be frightened because of any de-



MEDICAL INSPECTION 1906

fect or condition, or to leave the examination room without having a favorable impression of the whole procedure. This is important in building up in children a wholesome attitude towards the care of their health.

In the public schools of Lincoln, Nebraska* the seventh grade science teachers gave a week's lessons on the "Physical Examination" before the examination was given. The purpose of these lessons was: "to develop in the pupil the concept of prevention; to teach him to demand of his doctor proper preventive health care; to obtain one hundred per cent co-operation in the examinations to follow; and to insure a follow-up of the examinations to correct all remediable defects." The result was that the pupils approached the examination not only without fear but with an intelligent interest in and understanding of its purpose.

Presence of the Teacher

It is very desirable for the teacher also to be present at the examination; she then hears all the doctor advises and can co-operate with him and with the nurse in securing correction of defects, and with the parents in giving the instruction and en-

couraging the habits that will lead the children into healthful ways of living, and perhaps help to remove the particular defects from which they are suffering.

It is evident, however, that if she is to be present at the examination some special provision must be made for this, such as the employment of a substitute for the period of her absence from the classroom. The value of her presence, however, exceeds the difficulty of the provision.

Correction of Defects

The examination in itself has little value: it is in effect only an inquiry into a condition, and—if we stop there, nothing is achieved. It is when the correction of defects or healthier ways of living follow that it is really useful. The correction of defects usually takes place outside the school, and it is the part of the school nurse to follow up the doctor's advice and try to secure these corrections. Her chief rôle is that of interpreter; she explains the doctor's advice to the parents and if need be to the child and wins their co-operation. Where there is no school nurse, a further opportunity for service lies before the Parent-Teacher Association in undertaking this duty. Not everyone is suited to such a task,

* "Preparatory Schoolroom Lessons for Health Examinations," by Harvey L. Long. *The Nation's Health*, April 15, 1927. 50 cents.



MEDICAL EXAMINATION 1926

and the selection of a person or a committee for this work is a matter for careful consideration. A winning personality is required, as well as a grasp of the facts of the case.

Corrections are most often referred to the family physician, but in the few cases where the family has no funds for this, the nurse is the person best qualified to advise on the right course to pursue. She will know of health centers and clinics where medical service is to be had, or if none such exist in the community she knows that the County Medical and Dental Societies are able to secure aid from private doctors or dentists.

The Parent-Teacher Association may be instrumental in bringing together the city or county health officials, community and welfare organizations and private practitioners, in an effort to organize a clinic or health center where such is needed. It can only be successfully organized where there is genuine cooperation, made possible by proper tact and consideration of the groups involved.

The Records

The purpose of health records is to give a living growing picture of the whole child—physical, mental, emotional and social. They should be cumulative, so that the present picture of any boy or girl may be seen, at a glance, as reflected against the past record of development. They should indicate not only the extent of the examination, but *the use made of the findings*. One type of record used in a secondary school "includes in compact form, the student's academic record, results of health examination, intelligence rating, character development, vocational preferences and fitness, and absences." A record of this sort gives a complete picture, but still is only valuable if someone consults it and uses the information to best advantage.

Some of the purposes for which records may be consulted are:

- (1) To see at a glance a picture of the child's present health status and past history.
- (2) To see what defects are most prevalent in the school and what health habits are most in need of stressing, so that the teacher may prepare her health teaching to meet the actual needs of the children.
- (3) To refer the child if necessary to a physician or clinic.
- (4) To select his physical activities.
- (5) In times of epidemic, to ascertain which children have had the particular communicable disease.

Questions for the Parent-Teacher Association to Ask Itself

1. Does each member *know* that her children are without defects—that eyesight is what it ought to be, hearing normal, feet strong, etc.?
2. What type of physical examination is given in your school?
3. Is sufficient time allowed for each child examined?
4. Is a proper place available for the examination?
5. What percentage of the children in whom defects are found, have these corrected? What percentage of those needing treatment receive it?
6. If this number is unsatisfactory, what do you consider the cause of the neglect?
7. Are corrections and treatments noted on the records?
8. What use do the teachers make of the health records?
9. Is a thorough physical examination given and are classifications of children made before working papers are granted?

For Bibliography see p. 182.

EDITORIAL NOTE.—It is interesting to receive from a medical authority the suggestion that the Parent-Teacher Associations might render this special service—one in which they have been increasingly active during the past two years. Since writing this article Dr. Wilkes was present at the discussion of the Summer Round-Up of the Children at the meeting of the Child Hygiene Section of the American Public Health Association and has become so interested in this activity of the Congress that he suggests the development of a definite plan of co-operation between his organization and the Campaign office of the Round-Up.—*M. W. Reeve.*

The Public Library and the Local "P. T. A."

BY JULIA WRIGHT MERRILL

*Specialist in Library Extension, American Library Association
Associate Manager, Bureau of Education Extension, N. C. P. T.*

WHAT the libraries in this country need most is not simply financial support; they need intelligent understanding from the public. The library project has not loomed large enough in the minds of the people. Each one who uses it thinks of it in the light of the particular service he has received, because library service is always a particular service for an individual by an individual—always individual service, never mass or class service. Only such organizations as this great parent-teacher organization could see it as a whole in its wide application to adult education." (Gratia Countryman, Librarian Minneapolis Public Library.)

Many a poor public library may indeed be due to ignorance on the part of the citizens of what good library service is, or to indifference to the needs of other classes or other sections of the city—sometimes even to pride in a project initiated by a club or other local effort, which keeps "our child" in swaddling clothes, instead of helping it to come to man's estate—public support.

Possibly the difficulty is even more fundamental—it may be inherent in the very organization of the library. The unit of service and support may be too small for good results. A recent study showed that 4,000 population was the minimum for good library service at a cost averaging one dollar per capita. Smaller communities must look to the county or other large unit library for a solution of their library difficulties.

Lack of able personnel within the library or on the board, may be the handicap. A librarian must be chosen for qualities of personal leadership, for knowledge of his special field, for interest in books and in people, not because he, or oftener she, needs

the salary. Trustees should be men and women of ability, forward looking, believing in library service. They must command the respect of the business men of the community as well as of other elements.

Given the best of organization and able personal leadership, an adequate appropriation is still necessary for good library service. The American Library Association considers an amount equal to one dollar per inhabitant of the area to be served, a minimum. Some of the best city and county libraries are spending a good deal more. Illinois reports thirty-nine libraries that have met or passed this figure, Massachusetts eighty-six, Ohio forty-one. Many communities are still far below this amount and are expecting their librarians to "make bricks without straw."

If You Have a Local or County Library

1. Know your public library.

(Use outline given below.)

Compare with other libraries (using publications of the state library extension agencies and the A. L. A., visiting other libraries).

Learn what good library service is, from library literature, library talks at P. T. A. meetings, attendance at library meetings.

2. Give any aid needed to strengthen it.

For example, work for:

Trained personnel.

A well-organized children's department.

Class room libraries and school deposits as needed.

Plenty of branch libraries and service stations.

3. Use all the help you can get from it.
 - Put a librarian of ability on your local advisory committee.
 - Schedule one library program a year.
 - Ask for book displays and exhibits.
 - Ask for book information, help in working up a subject, in program making.
 - Ask for the books you need for study circle work. (Ask long enough before the class begins to permit borrowing or buying, and go to the head librarian, not to the assistant at the desk.)
 - Ask for a special shelf, alcove or room (according to size of library) for books for parents as well as for teachers.
 - Use the library meeting rooms.
4. Co-operate with the library in community projects, such as Children's Book Week.

If You Have No Local or County Library

Work for the establishment of a library, preferably for the county or other large unit.

Secure the help of your state library extension agency, or if you have none, of the American Library Association.

What to Read

The publications of your state library extension agency.

Extension leaflets of the American Library Association:

Why we need a public library; What is a reasonable income for your library; The function of a public library; How to start a public library.

For further information address the writer at American Library Association, 86 Randolph Street, Chicago, Illinois.

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composer, his music, and interpretations of the music listed. A wealth of vital music information you will refer to again and again.

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EDITORIAL

AN encouraging sign has come to us who have been working to abolish child labor in the land, in the recent pronouncement of their position made by the National Association of Manufacturers in their "Program for the Further Protection of Employed Children fourteen and fifteen years of age." In it they set forth their principles on employment certificates, physical examination, completion of specified school grade before employment and continuation school work afterward, hours of labor and night work. It marks a progressive step forward and will help in the accomplishment of our task.



Dr. Joseph K. Hart, of the University of Wisconsin, in a recent discussion said that the periodic flare-up of "fundamentalism" is due to the progress of teaching ideas in the schools and colleges. The set adult mind takes alarm at the acquisition of new thought in education and fortifies itself by declaring that what was, must be right.

He also warned his hearers to be sure that when they objected to a new idea it was not from prejudice instead of principle. Most of us in cherishing our prejudices believe them to be principles.



Miss Blitz, Dean of Women at the University of Michigan, is reported to have told the Deans of Women of Indiana in a recent meeting that the frank discussion of sex between young men and women makes for a rational attitude toward the matter not known in the old days when they discussed it separately and in great secrecy. Does this strike one of our ancient *prejudices* or *principles*?

NOTE: The index for Volume XXI of CHILD WELFARE MAGAZINE is now ready. Copies will be sent to Libraries without special request. Others desiring copies will please direct their requests to the magazine office.

The relation of schools to politics is becoming increasingly vital. In Chicago the situation would be a screaming farce if it were not tragic. In a small town in a rural district the president of the board of education had twenty out of thirty teachers who were members of his own immediate and remote family.

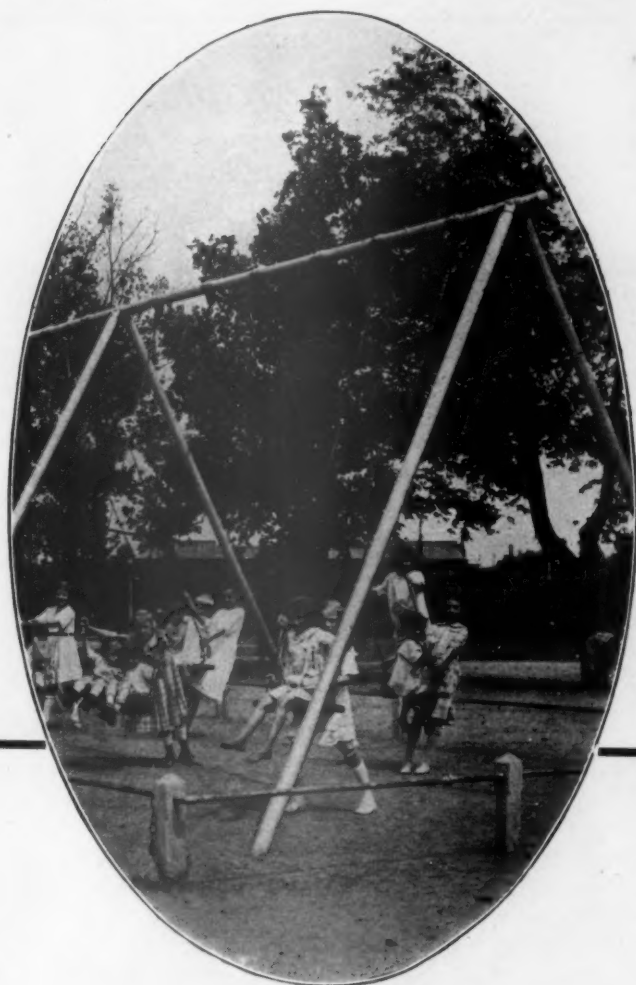
In one state it is said that no superintendent can hope to hold his position without the direct O. K. of the reigning political party. In another, the appointments are made by the opposing party. The hands and tongues of our own organization are tied because we meet in the school buildings. But we need not hesitate to declare vigorously for the principle of the divorce of politics from the public schools where all the children of all the tax payers are educated.



It becomes more and more apparent that we do not know how to think. It is said that the most intelligent person acts *intelligently* for no more than five per cent of any day. This average is reduced, of course, by the vast amount of habit action that human beings necessarily acquire in order to function with the required rapidity of their environment. But the question that affects us is whether we allow any time for actual thinking in our lives and whether we know how to take hold of a problem and keep that hold long enough to reduce it to clarity. Do our schools teach our children to think, or do we? Or do we know what we mean by thinking, anyway?



A merry Christmas to each little child in each community through each one of us. And to each old and friendless one, for they too are as little children in the sight of Him who gave us Christmas. M. L. L.



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Study Program I

This is the fourth of a series of outlines based on

PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

CHAPTER VI—THE MOST POWERFUL INSTITUTION IN THE WORLD—HOME AND FAMILY

"Children have more need of models than of critics."—Joubert.

"We speak of educating our children. Do we know that our children also educate us?"—Mrs. Sigourney.

QUESTIONS

Improvement of the Individual Home—A Fundamental Need.

1. What does the author mean by the "improvement" of the individual home? See pages 75-76.

2. Compare the parent to an efficiency engineer employing better administrative methods in a business enterprise. Page 76.

3. Why is the home and family of such compelling importance as to be given first place in a discussion of child welfare?:

(a) Because the parent has the child during the first six years, the most impressionable years of his life. Pages 76-77.

(b) Because the parent, even after the child starts to school, has him for eighteen hours of the day while at best the school has him for six hours. Pages 78-80.

(c) Because the home strongly influences the love life of the child, either wisely or unwisely. Pages 80-82.

(d) Because the child imitates the actions of his family and imitation is one of the powerful influences in character formation. Page 82.

(e) Because the child gains his ideas of religion from his parents. Pages 82-83.

Consider each of these reasons given by the author, for placing home and family first in a discussion of child welfare. Can you add other reasons?

Home Atmosphere

1. What should we parents do, in order to bring about a wholesome home atmosphere?:

(a) Take stock seriously of present conditions. Page 85.

(b) Study ourselves carefully in order to improve our own weaknesses. Page 86.

(c) Be determined to give our own home the benefit of our best side. Pages 85-87.

Enlarge upon these arguments of the author. See Dr. Weigle's, "The Training of Children in the Christian Family," Chapter III, The Home Atmosphere.

2. What is a complex? "A complex is a group of feelings and ideas which become centered around and associated with one particular point." See "Understanding Our Children," by Frederick Pierce. Page 69.

Concrete Suggestion for a Wholesome Home.

1. A wholesome home:

(a) Must serve as a distinct educational factor. How? Page 87.

(b) Must provide a definite program for the children. Page 88.

Examples:

1. A set program for the carrying out of the meals. What may this program include? Page 88.

2. A definite program for the play room and time of recreation. What may this program include? Page 89.

2. What equipment should the child have for his play? Pages 90-91. What is the advantage of raw play material over expensive mechanical toys?

3. What does liberty in play imply? Page 90.

4. How do you provide play space for your children? Pages 92-94.

Home Project. Take serious thought of your own qualifications as a parent: "Am I irritable, impatient, inconsistent, always honest with my children?" Having passed judgment upon and improved our own

qualifications as parents, we are ready to lead little children.

SUPPLEMENTARY

The Problems of Childhood, by Patri.

"BECKIE." Page 165.

To be read in class. Illustrating the effect of home environment on school habits.

For references see p. 182.

Study Program II

This is the fourth of a series of outlines based on

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

BY LUTHER ALLAN WEIGLE

CHAPTER V—FORMING RIGHT HABITS

"We first make our habits, and then our habits make us."

"Habits are the tools by which we achieve health, happiness, and efficiency."

—Dr. D. A. Thom.

"Sow an act, and you reap a habit; sow a habit, and you reap a character; sow a character and you reap a destiny."

G. D. Boardman.

QUESTIONS

Native Tendencies and Capacities.

Instinct—"A definite tendency or impulse to act in a given manner."—Dr. Thom.

Habit—"The term habit embraces all acquired methods of acting and thinking."
Dr. Thom.

1. The child is a bundle of instincts, capacities, and active tendencies. How does this view of child nature differ from that held by former educators? See page 68.

2. Name some of the native human instincts and capacities of the child. Page 69. How may these tendencies form the basis of his education? Page 69.

3. Why is it that instincts and capacities form the starting-point for a group of habits? Page 70.

4. Do children possess tendencies and capacities in varying degrees? In what sense may we say that children are alike? In what sense are they different? Page 70.

The Control of Native Tendencies.

1. The instinctive tendencies of original human nature adapted the human animal for a primitive life. Civilization has different needs. The fundamental problem of education, therefore, is the use, control, and redirection of the native tendencies and capacities of children. What were the needs of primitive man? what are the needs of civilization? Pages 70-72.

2. The author discusses three groups of instincts. (a) Some instincts we shall get rid of: first, through control of situations so that they are not called forth; second, through making them disagreeable by punishment. Name some of these instincts. Page 72.

(b) Other instincts we shall encourage and establish by repeated use. What instincts shall we encourage?

(c) Most instincts we shall seek to control and redirect. Give examples. Page 72.

3. The primary value of the instincts of children lies in the relation to habits, ideas, and ideals. This value is twofold: first, the instinctive tendency to act serves as the starting point for the formation of a habit or group of habits. Second, the instinctive tendency serves, after the habit has been established, to root it in nature itself. Repeat this discussion in your own words. How may a realization of the value of instincts help us in child training? Page 73.

The Law of Habit.

1. From the physical standpoint, what is necessary in establishing a habit? Page 74.

2. The law of habit is a compound of two laws—the Law of Exercise and the Law of Effect. The Law of Exercise: Other things being equal, exercises strengthen the bond between situation and response. Explain. The Law of Effect: Satisfying results strengthen, and discomfort weakens the bond between situation and response. Explain. Pages 75-76.

3. There is a scene at the breakfast table every morning. Mary is urged and coaxed to eat her oatmeal. Each morning she refuses, and finally gets a piece of cake so that she won't be hungry. Describe this "situation." What is the child's "response"? What is the relation of the situation and response to habit formation? Describe the situation necessary to bring about a normal response from Mary to wholesome food.

4. How may we use the Law of Exercise in the establishment of good habits? Page 75.

5. Give examples in which the Law of

Effect is used to direct the child's tendencies into habits of the right sort. Page 76.

6. Explain why the statement that one must "sow his wild oats" is in direct opposition to the Law of Habit. Page 78.

Functions and Limitations of Habit.

1. What are the functions of habit? Page 78.

2. What may be some of the undesirable tendencies in a habit? Page 79.

3. If we would overcome these undesirable tendencies or limitations of habit we must: first, supplement habit with ideas; second, build habit upon instincts. Enlarge upon this statement. Pages 79-80.

See Questions for Investigation and Discussion. Page 81.

SUPPLEMENTARY

The Problems of Childhood, by Patri.

"BUT HOW?" Page 289.

To be read in class. A sketch on habit training.

"TEA AND COFFEE." Page 61.

To be read in class. A sketch on training children in right habits of eating.

For references see p. 182.

Study Program III

This is the third of a series of outlines based on

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

PART III—STANDARDS FOR MENTAL DEVELOPMENT

"Mind unemployed is mind unenjoyed."

—Bovee.

"Strength of mind is exercise, not rest."

—Pope.

QUESTIONS

Mental Development an Orderly Process from Babyhood.

1. In the past educators held that the education of the child began at six or seven years of age when he started to school; now we believe that the child's education begins in infancy and continues throughout the

years. Why have we come to this conclusion? See page 59.

2. An "intelligence test" helps to determine whether the child is above normal, normal, or below normal in his mental development. How has the "normal" of an intelligence test been arrived at. Pages 59-60.

The Value of Intelligence Tests as Guides.

1. Wherein lies the value of an intelligence test?; the harm? In mental testing, should the fact be taken into consideration

that each child is a law unto himself? Pages 60-61.

Materials for Testing Sense Perception.

1. What play material may the child be supplied with at home to train his eyes, ears, and sense of touch? Pages 61-63.

2. Why are blocks and beads, sand and clay, crayons and paints, paper and scissors, of more educative value to the child than expensive mechanical toys? Page 62.

3. What does the home kitchen offer in the way of play material to help the child to distinguish differences of color, size, shape, sound, touch, and weight. Page 63.

How the Child Gets His Vocabulary.

1. What are some of the influences which determine the extent and type of the child's vocabulary? Pages 63-65.

2. From your own experience have you noticed, when giving directions to a young child, that he is apt to be slow in his response? Why may this be true? Why is it necessary to gain the child's attention before making requests of him? Page 65.

Rôle of Stories in the Development of Appreciation.

1. What great opportunities come to the parent in relation to the child through story telling in the home? Pages 65-69.

2. What is the advantage of the "children's hour?" What time did Longfellow designate as "the children's hour?" Repeat the stanza.

3. Why do young children like stories in which there is much repetition? Pages 66-68.

4. What is the advantage to the children of dramatizing the stories which have been read to them? Pages 68-69.

Development of Observation and Judgment.

1. How does the Nursery School provide for the development of observation and judgment in their children? Pages 70-71.

2. What opportunity does the home have to develop the power to observe, reason, and reach conclusions? Pages 70-71.

The Natural Response to Beauty.

1. How does the child's natural desire for beauty express itself?

Need of Outlets for the Creative Instinct.

1. How may the home provide for the

creative instinct of the child? Pages 72-74. *Early Love of Music.*

1. A love of beauty may be further developed in the child by listening to good music. How do you provide for music in your home? Pages 74-75. How may the radio be used as a means to help the child distinguish between good and inferior music?

Development of Technical Skill Through Natural Activities.

1. What are the simple tasks which children do at the Nursery School? Pages 75-77.

2. In the home, children usually do less of the simple tasks than they do in the Nursery School. Why is this true? Could the children be trained to do equally as much in the home as in this school? What is the advantage to a child of beginning early to help about the home?

Development of Concentration Through Interest.—To summarize; the home can aid in the mental development of children by giving training in sense perception, in observation and judgments, in appreciation of good literature, in creative art and music, and in the commoner tasks. The child's interest which helps to develop concentration is the keynote to success. Give author's discussion. Pages 77-79.

Enjoyment in Mental Exercise.

1. Give examples of children under your observation who have felt the challenge of the task.

See Test Exercises. Pages 80-81.

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"THE HIGH I. Q." Page 277.

To be read in class. Explaining the meaning of an intelligence test.

"THE I. Q. AND THE TEACHER." Page 111

To be read in class. Showing the weakness of the intelligence quotient.

REFERENCES

Kirkpatrick, Edwin A., *Fundamentals of Child Study*, Chapter XIV—Development of Intellect.
O'Shea, M. V., *The Child; His Nature and His Needs*, Chapter IV—The Development of the Intellect in Childhood and Youth.

Patri, Angelo, *The Problems of Childhood*, Part 3, *The Child Mind*.

Thom, Douglas A., *Everyday Problems of the Everyday Child*, Chapter XIX—Intelligence and Conduct.

National Office Notes

BY FLORENCE V. WATKINS
National Executive Secretary

There is so much to be said this month that we wish it were possible to have four or five pages for these notes instead of two! First comes business. *How to Organize*. The state presidents who have been asking for many months for a leaflet on how to organize Congress associations will feel a thrill of satisfaction when they read that we now have such a leaflet ready for distribution. Each state may have as many copies as it needs. The idea is to send out this leaflet when anyone writes asking for information about how to organize a local unit. With the leaflet word should be sent to the inquirer that when dues are received for the members of the association a free copy of the National handbook will be sent which will give specific directions for the successful conduct of the association. In this way "prospects" will receive the leaflet while "certainties" only, will get the National handbook.

If letters requesting information as to how to organize a local parent-teacher association are received at the National Office, the "How to Organize" leaflet will be sent to the inquirer and the letter of inquiry will be forwarded to the state president for her information.

Home Education and Children's Reading. The National Office now has the Home Education and the Children's Reading leaflets for distribution.

Founders' Day. For Founders' Day the *Memorial Tribute and History and Significance* have been united in one leaflet having the two names in its title. The *Candle Lighting Ceremony* and the *Gift Bearers* are also ready for distribution. The former is for free distribution. The latter is a sale publication—five cents each or twenty-five cents for six copies. Those locals desiring to have a membership better acquainted with the real objects of the organization should be sure to present this pageant at least once each year.

Local Order Blanks. A new local order blank is also ready. At the top of the blank there is a space for stamping in the name and address of the state distributing center. If each state will stamp this information in the space noted, the locals will not continue to send orders for program material to the National Office. Please note: *The National Office does not distribute program material to individuals or to local associations*. Program material is distributed only by the states. Please note also that these programs are prepared for the use of officers and committee chairmen. So do not order enough copies for each member of your state branch. They do not need them. By distributing to the local units in this way the printing fund will go farther—we can have a greater variety of leaflets!

Handbooks. All please take notice: the price of the National Handbook is now twenty-five cents to everyone ordering copies. Only the state

Branch is allowed to purchase copies at twenty cents each and this price is possible only when fifty or more copies are ordered. This price went into effect November 1, 1927. Only state presidents are entitled to receive free copies of the handbook for new associations which are in membership with the state and national groups. These free copies may be ordered only by the state presidents, in quantities of twenty-five.

Advice Sheet. When an order for material in quantity is filled in the National Office, notification of the fact is sent out on a mimeographed advice sheet containing a list of publications. These sheets have this statement at the top, "Please retain this statement and file it so that at the end of the year you may know exactly how much material you have received." This request was made so that persons would not use this sheet as an order blank.

National Dues and Pre-School Circles: An Outline of Study. Those states which liked the leaflet issued in 1925 under the title "National Dues: What Is Done With Them," will be glad to know that there are several hundred of these still available and only those who order soon will be able to get them. The supply will not last long. The same is true of another 1925 leaflet entitled "Pre-School Circles: An Outline of Study." There are but a few hundred of these available but as long as they last the states may have them.

National By-Laws. Copies of the revised National By-Laws are also ready for distribution.

PAY MATERIAL

At the National Board meeting in Atlantic City in September, it was decided that hereafter no pay material will be sent to anyone on consignment except for Conventions and for courses. When an order unaccompanied by check is received, a letter will be sent stating price and upon receipt of the amount named the publication will be sent.

Has your association started to make its surveys of safety in the Home, the School, and the Community? If not, will you order your supply of the survey blanks today? This is an excellent project for any local association looking for practical work which will arouse great interest throughout the community.

McCall's Magazine has presented the National Congress of Parents and Teachers with several thousand copies of a reprint from its October issue, entitled "Are you giving your child a chance?" and one from the September issue on the topic "Can Psychology help me rear my child?" Both of these articles would make excellent material for local programs. Order direct from the National Office, 1201 Sixteenth Street, N. W., Washington, D. C.

Readers of the magazine will be interested to know that a parent-teacher association has been organized in Portrerillos, Chile. Last July material was sent to this group to enable them to organize, and the report says that "everyone seems much interested in the work and the two meetings held have had a good attendance." As soon as this message came program helps were forwarded.

Apropos of this South American interest, a caller at the National Office on October 12 was Anisio Teixeira, Director General of Instruction in Bahia, Brazil. Mr. Teixeira is greatly interested in the parent-teacher work and hopes to organize several groups in his territory.

Are you looking for a new idea? Here is one. A parent-teacher association in Springfield, Ill., each month presents a National pin to the member who brings in the most new members who pay their dues and attend the meetings. How about presenting a pin to the teacher having the largest number of parents from her room attending four meetings in succession? If parents attended four really worthwhile meetings a habit might be formed which they would find it hard to break! Why not try it?

Announcement is made of a four-year grant from the Laura Spelman Rockefeller Memorial Fund to establish a co-operative child study center in Washington, D. C. The direction of the funds will be in the hands of various Federal agencies and private agencies of National scope. The American Home Economics Association has been designated as the organization through which the funds are to be disbursed.

The Red Cross Courier, Washington, D. C., September 1, 1927, says: "The Greenville, S. C., chapter of the American Red Cross is the owner of a 'loan cow' which it finds an asset in its country relief work. The chapter is the only organized relief agency functioning throughout Greenville County. A pitiful case had been reported of an entire family destitute and suffering from pellagra. Milk was so necessary for their diet that by public subscription a cow was bought to be owned by the chapter and loaned to the family. Since the recovery of the pellagra victims this cow has been loaned to other needy families in various parts of the county."

At its meeting in September at Atlantic City, N. J., our National Board of Managers passed the following resolution on the Children's Bureau: "That, *Whereas* special interests appear to be launching an attack on the Children's Bureau of the Department of Labor, Be it *Resolved* that in view of the service received by the states, as testified by State Presidents at this meeting, that the National Teachers express its appreciation of the constructive work of the Children's Bureau and urge the State Branches to support and study its activities." In order to make the study here recommended one needs material. Miss Grace Abbott, Chief of the Children's Bureau, Department of Labor, Washington, D. C., will send upon request reports of the activities of the Bureau for the last two or three years which will fur-

nish excellent material for such a study. In the September, 1927, issue of *National Health Council Monthly Digest* (Vol. VII, No. 9), 372-374 Broadway, Albany, N. Y., is an excellent article on the Children's Bureau which parent-teacher workers will be interested to read.

This article also contains interesting statements concerning the Infancy and Maternity Act. There are now only three of the forty-eight states not taking advantage of the act and they are Connecticut, Massachusetts, and Illinois. Of especial interest to us is the following statement of work done under this act: "Another activity which assumed large proportions during the fiscal year 1926 was the teaching of infant care to classes of women and young girls. Thirty-one states reported the organization of 1,560 mothers' classes with 22,475 women enrolled. Four states used correspondence courses as a feature of their work, with an enrollment of 5,110 women. In the twenty-four states having infant classes for young girls there were 1,365 classes with a total enrollment of 22,207 girls. A growing tendency to place infant and child care courses in the public schools is indicated by the reports.

Isn't this constructive work worth while?

Are you interested in securing plays for your groups of foreign born parents? *The Woman's Press*, 600 Lexington Avenue, New York City, has for \$1.50 a collection of dramatized folk tales from the Russian, Greek, Italian, Polish, and other sources, vivid, simple and quite delightful, called "Yelenka the Wise." Old legends and songs are woven together to make delightful plays.

The Playground and Recreation Association of America, 315 Fourth Avenue, New York City, has some more excellent material for parent-teacher association workers: Bulletin 1723—Roly-Poly: a rubber ball game for girls; No. 1724, a Magazine Party; No. 1725, Celebrating Hallowe'en; No. 1726, Bookweek. The October issue is a pictorial number and you will enjoy hugely the delightful pictures it contains.

*The bayberry candle burned to the socket
Brings health to the body,
Joy to the heart,
And gold to the pocket.*

Are You Celebrating

A Community Christmas?

Send for the Christmas Book.

It has a wealth of practical suggestions for the school, church, home or community.

PRICE, THIRTY-FIVE CENTS



Playground and
Recreation Association of America

315 Fourth Avenue, New York City

Schedule For John Bradford

Mr. John Bradford specialist in Rural Recreation in the Playground and Recreation Association of America will conduct Institutes according to the following schedule, which has been specially released to "Child Welfare." All Congress members within reach of the places named are urged to avail themselves of this splendid opportunity to hear and work with Mr. Bradford.—*Editor.*

Feb. 1-8	Lexington, Ky.	Institutes	Agriculture Exten. Service
Feb. 11-29	Raleigh, N. C.	Institutes	C/O L. E. Harrill, College Station, N. C.
Mch. 21-29	Athens, Ga.	Institutes	C/O Agricultural Extension Service, Athens, Ga.
Mch. 3-20	Gainsville, Fla.	Institutes	C/O Extension Service Uni- versity of Fla., Gainsville
April 9-16	Durham, N. H.	Institutes	University of New Hampshire
April 17-21	New York School		
April 23	Arkansas, Indiana, Michigan, North Dakota, Ohio		
May 23			
May 23-31	Lincoln, Neb.	Club Camp	Extension Service Agricultural College
June 1-12	Manhattan, Kansas	Club Camp	Hotel Gillette
June 15-22	Washington, D. C.	Club Camp	Hotel Continental
June 24-30	Burlington, Vt.	Club Camp	Hotel Vermont
July 1-12			
July 14-20	Raleigh, N. C.	Club Camp	Davenport Inn
July 22-28	Amherst, Mass.	Club Camp	



THE ABC CORNER



Turn to it each month and follow your state's progress. Back up your state chairman by interesting as many as possible of your local members in CHILD WELFARE.

Below are the class rankings as of October 31, 1927.

CLASS A

- 1 California—2883
- 2 Illinois—2685
- 3 Michigan—2570
- 4 New York
- 5 Pennsylvania
- 6 Missouri
- 7 Texas
- 8 Iowa
- 9 Ohio
- 10 New Jersey
- 11 Colorado
- 12 Georgia
- 13 Washington

CLASS B

- 1 Kansas—820
- 2 Tennessee—762
- 3 Minnesota—743
- 4 North Carolina
- 5 Massachusetts
- 6 Florida
- 7 Indiana
- 8 Nebraska
- 9 Wisconsin
- 10 Oklahoma
- 11 Mississippi
- 12 Kentucky
- 13 Alabama
- 14 Oregon
- 15 North Dakota

CLASS C

- 1 Dist. of Columbia—502
- 2 Rhode Island—453
- 3 Arkansas—402
- 4 Virginia
- 5 Connecticut
- 6 Arizona
- 7 Idaho
- 8 Vermont
- 9 South Dakota
- 10 New Mexico
- 11 Maryland
- 12 South Carolina
- 13 West Virginia
- 14 Montana
- 15 Wyoming
- 16 Louisiana
- 17 New Hampshire
- 18 Utah
- 19 Maine
- 20 Hawaii
- 21 Delaware

Is there a copy of CHILD WELFARE in your library?
Is there one in your doctor's office?
Does your neighbor know about the splendid articles
it contains?

BE PROUD OF YOUR OFFICIAL ORGAN

for there is no magazine in the country offering more valuable advice to parents than
CHILD WELFARE, THE NATIONAL PARENT-TEACHER MAGAZINE